

# SIMMONS COLLEGE CATALOGUE

1959-1960















# SIMMONS COLLEGE

*Catalogue Issue for*  
*1959-1960*



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Volume LII, Number 4

PART II: Register of Officers and Students







## SIMMONS COLLEGE BULLETIN

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# SIMMONS COLLEGE BULLETIN

*Catalogue Number  
for 1959-1960 Sessions*

*All requests for application forms or for information  
with regard to the College should be addressed to the*

DIRECTOR OF ADMISSION • SIMMONS COLLEGE  
THE FENWAY • BOSTON 15 • MASSACHUSETTS



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The Fenway, Boston 15

LO ngwood 6-7400

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President

Instruction

Dean of Instruction

Residence; Scholarships; Student Welfare

Dean

Admission

Director of Admission

Courses; Publications

Registrar

Fees; Building Equipment

Comptroller

Placement of Graduates, Student Employment

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Office of Resources

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Alumnae Association

Alumnae Secretary

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CO mmonwealth 6-0738

## PRINCE SCHOOL OF RETAILING

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CO mmonwealth 6-4180

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Manager of Residence

AS pinwall 7-4432

321 Brookline Avenue, Boston 15

Infirmary

LO ngwood 6-5024

94 Pilgrim Road, Boston 15

*For individual halls and houses, see Register of Officers and Students  
or Boston Telephone Directory*



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1959	1960	1960	1961
<b>JULY</b>	<b>JANUARY</b>	<b>JULY</b>	<b>JANUARY</b>
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
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12 13 14 15 16 17 18	10 11 12 13 14 15 16	10 11 12 13 14 15 16	15 16 17 18 19 20 21
19 20 21 22 23 24 25	17 18 19 20 21 22 23	17 18 19 20 21 22 23	22 23 24 25 26 27 28
26 27 28 29 30 31 ..	24 25 26 27 28 29 30	24 25 26 27 28 29 30	29 30 31 .. . . . .
.. . . . . . . . . .	31 .. . . . . . . . .	31 .. . . . . . . . .	.. . . . . . . . . .
<b>AUGUST</b>	<b>FEBRUARY</b>	<b>AUGUST</b>	<b>FEBRUARY</b>
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16 17 18 19 20 21 22	21 22 23 24 25 26 27	21 22 23 24 25 26 27	19 20 21 22 23 24 25
23 24 25 26 27 28 29	28 29 .. . . . . . .	28 29 30 31 .. . . . .	26 27 28 .. . . . . .
30 31 .. . . . . . .	.. . . . . . . . . .	.. . . . . . . . . .	.. . . . . . . . . .
<b>SEPTEMBER</b>	<b>MARCH</b>	<b>SEPTEMBER</b>	<b>MARCH</b>
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
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6 7 8 9 10 11 12	6 7 8 9 10 11 12	4 5 6 7 8 9 10	5 6 7 8 9 10 11
13 14 15 16 17 18 19	13 14 15 16 17 18 19	11 12 13 14 15 16 17	12 13 14 15 16 17 18
20 21 22 23 24 25 26	20 21 22 23 24 25 26	18 19 20 21 22 23 24	19 20 21 22 23 24 25
27 28 29 30 .. . . .	27 28 29 30 31 .. . .	25 26 27 28 29 30 ..	26 27 28 29 30 31 ..
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<b>OCTOBER</b>	<b>APRIL</b>	<b>OCTOBER</b>	<b>APRIL</b>
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11 12 13 14 15 16 17	10 11 12 13 14 15 16	9 10 11 12 13 14 15	9 10 11 12 13 14 15
18 19 20 21 22 23 24	17 18 19 20 21 22 23	16 17 18 19 20 21 22	16 17 18 19 20 21 22
25 26 27 28 29 30 31	24 25 26 27 28 29 30	23 24 25 26 27 28 29	23 24 25 26 27 28 29
.. . . . . . . . . .	.. . . . . . . . . .	30 31 .. . . . . . .	30 .. . . . . . . . .
<b>NOVEMBER</b>	<b>MAY</b>	<b>NOVEMBER</b>	<b>MAY</b>
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4 5 6 7	.. . . 1 2 3 4 5	.. 1 2 3 4 5 6
8 9 10 11 12 13 14	8 9 10 11 12 13 14	6 7 8 9 10 11 12	7 8 9 10 11 12 13
15 16 17 18 19 20 21	15 16 17 18 19 20 21	13 14 15 16 17 18 19	14 15 16 17 18 19 20
22 23 24 25 26 27 28	22 23 24 25 26 27 28	20 21 22 23 24 25 26	21 22 23 24 25 26 27
29 30 .. . . . . . .	29 30 31 .. . . . . .	27 28 29 30 .. . . . .	28 29 30 31 .. . . . .
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<b>DECEMBER</b>	<b>JUNE</b>	<b>DECEMBER</b>	<b>JUNE</b>
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
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13 14 15 16 17 18 19	12 13 14 15 16 17 18	11 12 13 14 15 16 17	11 12 13 14 15 16 17
20 21 22 23 24 25 26	19 20 21 22 23 24 25	18 19 20 21 22 23 24	18 19 20 21 22 23 24
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# Calendar

This Calendar defines the College year for regular full-time undergraduate students. Calendars for special programs are stated elsewhere.\*

## 1959-1960

SEPTEMBER 22	Freshman Orientation begins
SEPTEMBER 23-25	Registration
SEPTEMBER 28	College year begins
OCTOBER 12	Columbus Day holiday
NOVEMBER 11	Veterans Day holiday
NOVEMBER 25	College closes at noon

## THANKSGIVING RECESS

NOVEMBER 30	College opens
DECEMBER 18	College closes

## CHRISTMAS VACATION

JANUARY 4	College opens
JANUARY 26	Classes end
JANUARY 27	Commencement Day for Physical Therapy Students
JANUARY 28	Examination period begins
FEBRUARY 5	Examination period ends
FEBRUARY 8	Second half-year begins
FEBRUARY 22	Washington's Birthday holiday
MARCH 25	College closes

## SPRING VACATION

APRIL 4	College opens
APRIL 19	Patriots' Day holiday
MAY 27	Classes end
MAY 30	Memorial Day holiday
MAY 31	Examination period begins
JUNE 9	Examination period ends
JUNE 12	Commencement Day

\* *Medical Record Administration, fourth-year and graduate program, see pages 63 and 68.*  
*Prince School of Retailing, fourth-year and graduate program, see pages 70 and 72.*  
*Physical Therapy, fourth-year and graduate program, see pages 73 and 79.*  
*Medical Technology, fourth-year and graduate program, see pages 74 and 78.*  
*School of Nursing, program I, see page 84.*  
*After-hour and Saturday classes, see appropriate announcement.*

## The Corporation, 1958-1959

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CAROLINE FIELD CHAPMAN, S.B. . . . .	<i>Assistant Clerk</i>
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*An advisory board organized to aid in the interpretation of the College to the community and consisting of the Dean, the women who are members of the Corporation, and such persons as may be appointed to further the interests of the College.*

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MISS MARION E. PARK, Plymouth  
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MISS EDNA L. SOMERS  
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DR. HUGH R. LEAVELL  
MRS. FRANCIS W. SEARS  
MISS MARY M. SULLIVAN  
MISS MURIEL B. VESEY  
MISS HELEN WOOD



# College Officers

*The following is the list of officers of instruction holding appointments for the year 1958-59. It also includes new titles and the names of new officers for the year 1959-60 insofar as they have been determined at the time of publication.*

## OFFICERS OF INSTRUCTION

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*Dean of the Graduate Division*

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B.S. IN L.S.  
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JANE ELLEN CURTIN, S.B.  
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ANNA MOORE HANSON, S.B.  
*Director of Placement*

MARJORIE ELIZABETH READDY, M.D.  
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LESLIE LYLE CAMPBELL, PH.D.  
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ANTOINETTE ROOF  
*Associate Professor of Education, Emeritus*

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MYRA COFFIN HOLBROOK, A.M.  
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Emeritus*

ALICE FRANCES BLOOD, PH.D.  
*Professor of Nutrition, Emeritus*

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*Associate Professor of Secretarial Studies,  
Emeritus*

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Emeritus*

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Emeritus*

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*Professor of Social Economy, Emeritus*

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Emeritus*

IDA ALICE SLEEPER, A.M.  
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*Associate Professor of Secretarial Studies,  
Emeritus*

## OFFICERS OF INSTRUCTION

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Emeritus*

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Emeritus*

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*Professor of Social Economy, Emeritus*

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*President, Emeritus*

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*Professor of Nutrition, Emeritus*

HELEN GOLLER ADAMS, A.M.  
*Professor of Secretarial Studies, Emeritus*

HOWARD OLIVER STEARNS, S.M.  
*Associate Professor of Physics, Emeritus*

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*Professor of Chemistry, Emeritus*

LELAND DAVID HEMENWAY, A.M.  
*Professor of Mathematics, Emeritus*

MAIDA HERMAN SOLOMON, A.B., S.B.  
*Professor of Social Economy, Emeritus*

NELLIE MARIA HORD, A.M.  
*Associate Professor of Foods and  
Nutrition, Emeritus*

CLARE LOUISE SWEENEY, ED.M.  
*Associate Professor of Office Management,  
Emeritus*

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\*WYLIE SYPHER, PH.D.  
*Chairman of the Division*

### ENGLISH

\*WYLIE SYPHER, PH.D.  
*Professor of English*

RAYMOND FRANCIS BOSWORTH, A.M.  
*Professor of English*

†JUDITH MATLACK, A.M.  
*Professor of English*

†EDWIN HAVILAND MILLER, PH.D.  
*Professor of English*

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*Associate Professor of English*

GEORGE WILSON NITCHIE, PH.D.  
*Associate Professor of English*

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*Assistant Professor of English*

§RICHARD CLARK STERNE, PH.D.  
*Assistant Professor of English*

CHARLES EDMUND L'HOMME, A.M.  
*Assistant Professor of English*

JEAN-MARIE McKENNA, A.M.T.  
*Instructor in English*

LAWRENCE LEE LANGER, A.M.  
*Instructor in English*

BARBARA MILLER RANDELL, A.M.T.  
*Instructor in Education and English*

\* On sabbatical leave, second half-year 1958-59.

† On sabbatical leave, first half-year 1959-60.

† On leave of absence, 1959-60.

§ On leave of absence, 1958-59.

## OFFICERS OF INSTRUCTION

### MODERN LANGUAGES

EDITH FISHTINE HELMAN, Ph.D.  
*Professor of Spanish*

EDWARD HARRIS ADDELSON, Ph.D.  
*Assistant Professor of French and Latin*

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*Associate Professor of German*

ROSALIND RUDY LEFEBER, A.M.  
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\* On sabbatical leave, second half-year 1959-60.

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ATHENA RENTOUMIS THEODORE, PH.D.  
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† On sabbatical leave, 1959-60.

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MARION I. WALTER, S.M.  
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\* On sabbatical leave, second half-year 1958-59.

† On leave of absence, second half year 1958-59.



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WILLIAM THOMAS GREEN, M.D.

*Lecturer on Orthopedic Surgery, and Medical Co-Director of the Program in Physical Therapy*

ARTHUR LANCASTER WATKINS, M.D.

*Lecturer on Physical Medicine, and Medical Co-Director of the Program in Physical Therapy*

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*Lecturer on Psychology*

MARIAN AGNES EIDEN, B.E.

*Clinical Supervisor of Physical Therapy*

CATHARINE WARREN, B.S. IN PHYS. ED.

*Special Instructor in Physical Therapy*

THERESA ANNA HURLEY, R.N., M.S. IN NURSING ED.

*Special Instructor in Nursing Procedures in the Physical Therapy Program*

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*Special Instructor in Physical Therapy*

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*Special Instructor in Physical Therapy*

MARJORIE KATHERINE IONTA, B.S. IN PHYS. ED.

*Special Instructor in Physical Therapy*

ANNIE KEENAN

*Special Instructor in Physical Therapy*

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*Special Instructor in Occupational Therapy*

JOAN AMY GASSMAN, R.N.

*Special Instructor in Nursing Procedures in the Physical Therapy Program*

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*Lecturer on Orthoptics and Ophthalmology, and Medical Director of the Program in Orthoptics*

ANN ELIZABETH STROMBERG

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\* On sabbatical leave, 1959-60.

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*Lecturer on Medical Record Administration, and Technical Director of the Program in Medical Record Administration*

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*Special Instructor in Clothing*

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*Lecturer on Pediatric Nursing*



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DORIS EMERY OLMSTEAD, B.S. in Ed. <i>Instructor in Physical Education</i>	GLADYS SISKIND TROUPIN <i>Assistant in Physical Education</i>

## ASSOCIATES, 1958-1959

### SCHOOL OF PUBLICATION

FLOYD LEE BELL, LL.B. . . . .	<i>Associate in Public Relations</i> Floyd Bell Publicity, Boston
A. S. BURACK . . . . .	<i>Associate in Book and Magazine Publishing</i> Editor and Publisher, THE WRITER, INC., Boston
PHYLLIS ROSE DOHERTY, S.B. . . . .	<i>Associate in Advertising and Publicity</i> Director of Advertising and Publicity, Yankee Division, General Teleradio, Inc., Boston
JOHN V. E. HANSEN, B.Ch.E. . . . .	<i>Associate in Technical Writing</i> Business Manager, Research Division, National Research Corporation, Cambridge
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GEORGE F. KELLEY . . . . .	<i>Associate in Graphic and Publishing Arts</i> Industrial Advertising Designer, Boston
TIMOTHY PAUL MANNIX, A.B. . . . .	<i>Associate in Industrial Editing</i> General Information Manager, New England Telephone and Telegraph Company, Boston

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# Simmons College

SIMMONS COLLEGE in Boston is a non-sectarian women's college that combines liberal with professional education. The will of its founder, John Simmons, directed that the College should give instruction in "art, science, and industry best calculated to enable the scholars to acquire an independent livelihood." In pursuance of that trust the Corporation was organized in 1899, and the College was opened for instruction in 1902. Thus Simmons became one of the first colleges for young women in this country to recognize the value of combining vocational instruction with a liberal and cultural education.

The strength of this program has won widespread recognition. The College is a member of the New England Association of Colleges and Secondary Schools and was for many years on the approved list of the Association of American Universities until that organization discontinued its accrediting practice.

Some 1,600 students are enrolled in the regular undergraduate and graduate programs. Among these students are over 200 graduates of other colleges. More than 200 students attend the summer session, making a total of over 1,800 registered for courses at Simmons. Nearly every state and numerous foreign countries are represented. More than two-thirds of the undergraduates live in the college residences; the others commute from the greater Boston area.

## THE PLAN OF EDUCATION

EDUCATIONALLY, Simmons College is organized into a general first year; and beyond that into ten schools, each with its own director, each with its own technical and professional objectives. These schools are Publication, Library Science, Social Science, Education, Social Work, Business, Retailing, Science, Home Economics, and Nursing. They provide preparation for most of the vocational areas in which there is a place for college women.

In combining a liberal education with that which has a definite vocational purpose, the programs vary in their pattern; but in general a student devotes about three-quarters of her time to the liberal arts and sciences, the remainder to subjects of a professional nature.

Each school in its own way and in terms of the demands of its own professional field strives to carry out the basic philosophy of the College:

- (1) that vocational education on the college level to be strong must rest on a firm academic foundation,
- (2) that there must be constant emphasis on the broad principles which underlie vocational competence in any field,
- (3) that training in skills should be limited to those that are essential to success in initial employment.



## *PLAN OF EDUCATION*

Students do not make their *definite* choice of professional schools until the end of their first year. This year is devoted to general education, with the program of each student planned in relation to her previous education and her probable vocational interest.

The undergraduate programs lead to the degree of Bachelor of Science. Most of the schools offer professional graduate programs of one or two years for graduates of accredited colleges. These programs lead either to the diploma or to the master's degree.

## *GUIDANCE*

An integration of guidance services helps each new student to make the transition from high school and home environment or other institution of higher education to the maturity, independence, and self-reliance of a Simmons upperclass student. Her faculty adviser and other instructors, the Dean and staff members of the Dean's Office, as well as the Director of Students and the residence staff members, assist the student in understanding herself, recognizing her abilities, choosing her goals, and taking her place in the realistic learning situation of group living.

Beyond the first year a student turns to the director of her professional school, as well as the Dean and the Director of Students. With the background of her first-year guidance, and the guidance of the Director of her School, the student is able to choose the professional opportunity which best fits her personality and abilities.

## *PLACEMENT*

The Placement Office is ready at all times to serve Simmons undergraduates, seniors, graduate students, and alumnae through counseling and placement assistance. They may register for part-time employment during the college year, for full-time summer work, or for permanent positions at beginning or advanced levels. Although graduation is of course no guarantee of recommendation, the College makes every effort to assist its graduates in finding satisfying employment. The Directors of the Schools, the faculty, and former employers provide recommendations for the use of the Placement Office in suggesting candidates for permanent positions throughout the United States and overseas. Everyone interested in employment is invited to make use of the services of the Placement Office.



## MEMO TO STUDENTS

Are you having a hard time deciding among several professions which appeal to you? Or have you, perhaps, decided on one special profession without knowing very much about its details?

A little analysis of the Simmons catalogue has helped many girls, both those who are just entering and those who are already in college, to reach a decision as to a profession. Try it for yourself and see if it doesn't help.

In its ten schools (of which all but Social Work are open to undergraduates) Simmons offers preparation for most of the professions which women find interesting. For all these schools the guidance program and the general education courses of the first year (listed on pages 39 to 41) are basic.

After glancing at this section turn to the first school listed, Publication. You will note that in the second year you have an English literature elective. Turn to the course descriptions (in this case, page 91) and read the outlines of the courses open to sophomores; then select the one you would like to take. Go on to history, economics, and the other courses listed and make your selections. Browse through the course descriptions and find eight semester hours of electives you think you would like to take in your second year.

Then if you will go through the junior and senior programs in the same way you will find that you have learned a surprising amount about the type of knowledge you will need — to do work in journalism, for example.

If you follow this procedure for each of the schools of Simmons College, you will discover some that do not appeal to you and some that do; with a little more study you can narrow the choice down a bit further. Then, if you like, ask your librarian or your guidance counselor to suggest some pamphlets and books on your professional interests. Possibly a visit or two could also be arranged, such as one to a nearby hospital if physical therapy or nursing appeals to you.

If you are to enjoy a profession, it seems logical that the subjects needed to prepare for that profession should appeal to you. The brief analysis we have suggested is an easy way to discover the background of study for many different fields and to select those which interest you.

Of course you should keep in mind that at Simmons you do not make a definite choice of school or program until you reach the end of your first college year. This suggestion for studying the professional preparation as well as the general courses recommended for the upperclass years may help you to reach a more logical decision as to the kind of education you want.

If there is anything you do not understand about the catalogue, please feel free to write us and we shall try to help you.



# Conditions of Admission

## ADMISSION TO THE FIRST-YEAR CLASS

SIMMONS welcomes applications from young women whose abilities and interests are such as to promise success in the college experience. Most candidates present a background of study in English, foreign language, mathematics, social studies, and science; but there are no specific subject or unit requirements. While a college preparatory course in secondary school is recommended, Simmons occasionally accepts outstanding candidates whose secondary education has varied from the usual college-preparatory pattern. Whatever the applicant's background her school record should be of such quality as to justify recommendation to college. Applicants should study at least four substantial subjects during each year of secondary school. The Director of Admission is glad to correspond with applicants regarding their preparation.

The Committee on Admission gives careful consideration to all available information about each candidate and accepts those who seem best qualified for the work at Simmons College. Although the Committee meets several times each year, most candidates are considered in April, a smaller group in February or March, and some applicants, whose junior-year College Board scholastic aptitude scores are available, in the fall of the senior year. A student who is accepted early is expected to present a final record in June showing continued satisfactory work.

Since it is necessary to limit the size of the freshman class to approximately three hundred students, not every candidate who is qualified for admission can be accepted.

Certain credentials are required of all applicants for admission to the first-year class. These are as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it with the required application fee of ten dollars. The application and the fee may be transferred to apply to the succeeding year if notification is received at the Admission Office not later than October first of the year for which the candidate originally filed her application; otherwise the application is automatically withdrawn.

2. *School Record.* The principal of the secondary school last attended submits a complete transcript of the applicant's record either on the form sent directly from the College or on his own cumulative record form. The record covers at least grades ten through twelve, and includes the final mark in each subject taken each year, rank in the senior year, results of objective tests of aptitude and achievement where these are available, a statement of gradua-

## ADMISSION

tion, and all data on the school's permanent record which will assist the College in its judgment of the applicant's fitness. A transcript of record from each school attended is required when the candidate has studied at more than one school. Simmons is one of the colleges participating in the Advanced Placement Program of the College Entrance Examination Board. Depending upon the results of Advanced Placement tests, credit may in some cases be given for Advanced Placement courses completed in secondary school.

3. *Scholastic Aptitude Test.* Every applicant for admission is required to take the Scholastic Aptitude Test of the College Entrance Examination Board. It is composed of verbal and mathematical sections and no specific preparation is necessary. Information concerning the tests may be obtained without charge by writing to the College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey; or Post Office Box 27896, Los Angeles 27, California. A copy of the bulletin of information is routinely sent to every candidate requesting an application blank. It contains rules regarding applications, fees, and reports; advice to candidates; descriptions of the tests; sample questions; and lists of examination centers.

The dates for the Scholastic Aptitude Test, with closing dates for the receipt of applications for the tests at the College Board office, are as follows:

<i>Dates of Tests</i>	<i>Closing Dates</i>
December 5, 1959	November 7, 1959
January 9, 1960	December 12, 1959
February 6, 1960	January 9, 1960
March 2, 1960	February 13, 1960
May 21, 1960	April 23, 1960
August 10, 1960	July 13, 1960

It is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the test. When requesting the application the candidate must state the date on which she wishes to take the test. The candidate is urged to send the application for the test and the required fee to the College Board as early as possible, preferably several weeks before the date of the examination.

The results of the Scholastic Aptitude Test taken in May of the junior year are acceptable for Committee consideration. Candidates who have not taken the test late in the junior year, or who prefer to present additional later scores, are urged to do so not later than March of their senior year. Applicants who wish to take the test in May of the senior year should obtain the previous approval of the Director of Admission. A student who takes the Scholastic



Aptitude Test more than once should ask the College Board to report the results of *all* tests to Simmons College.

4. *Examinations.* Applicants are not specifically required to take the achievement tests of the College Entrance Examination Board, but the results of *all* tests that a student has taken should be submitted to the College. These are welcomed as additional evidence of the candidate's fitness and may reveal strength not otherwise apparent in some phase of work.

5. *Principal's Recommendation.* The principal of the secondary school last attended furnishes a confidential report on the personal qualifications of the applicant and her general fitness to pursue successfully a suitable curriculum at Simmons College.

6. *Health Certificate.* Each applicant is required to submit a complete report of health filled out by the student and her physician on a form provided by the College, usually after acceptance. Good health is essential, and formal admission to the College is contingent upon medical approval of the health certificate.

7. *Personal Interview.* Each applicant should arrange for a personal interview with the Director of Admission.\* Interviews with alumnae or other qualified persons can usually be arranged for candidates living at a distance.

## ADMISSION OF REGISTERED NURSES TO THE UNDERGRADUATE DIVISION†

REGISTERED nurses who have been graduated from approved hospital schools of nursing may be admitted to the School of Nursing with credit for their professional training. Applicants who have completed courses at other approved colleges with sufficiently high marks may be allowed additional credit for that work. The Committee on Admission reviews thoughtfully each completed application and selects for admission those applicants qualified for the work at Simmons College.

Certain credentials are required of all applicants for admission to the N II or N IV programs. These are as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of the School of Nursing and returns it to the Director with the required application fee of ten dollars.

2. *School Record.* The principal of the secondary school last attended submits a complete transcript of the applicant's record either on the form sent directly from the College or on his own cumulative record form. To

\* The Admission Office is open Monday through Friday from nine to four-thirty; Saturday from nine to twelve, September to June. Appointments should be made in advance.

† For admission to the graduate division, see page 38.



## ADMISSION

qualify for admission a nurse should be a graduate of an accredited high school.

3. *Scholastic Aptitude Test.* The Scholastic Aptitude Test of the College Entrance Examination Board is a requirement for admission. It is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the test. See page 34. If the test has already been taken, the candidate should request the College Board (Post Office Box 592, Princeton, New Jersey; or Post Office Box 27896, Los Angeles 27, California) to send the results to the College.

4. *College Record.* Each candidate who has attended a college (other than Simmons) either on a part- or full-time basis, should have an official transcript of her record sent to the College. Credit is allowed for previous college work, subject to the approval of the College.

5. *Hospital Record.* The director of the nursing school furnishes a record, on a form sent directly from the College to the school, showing the quality and type of the applicant's achievements. Credit of thirty-two semester hours is granted for successful completion of the diploma program in an approved school of nursing, and additional credit may be granted on the basis of performance in the Graduate Nurse Qualifying Examinations. To be a candidate for admission a nurse must be a graduate of an approved school of nursing.

6. *Health Certificate.* Each applicant is required to submit a complete report of health filled out by the student and her physician on a form provided by the College, usually after acceptance. Good health is essential, and formal admission to the College is contingent upon medical approval of the health certificate.

7. *Personal Interview.* A conference with a member of the staff of the School of Nursing is desirable and will be arranged upon request.

## ADMISSION TO ADVANCED STANDING

APPLICANTS who have completed satisfactorily one year or more in approved colleges may be admitted to advanced standing in any of the schools of the College.\* Each applicant must be able to present a strong record and to convince the College of her fitness for the professional work of the program she wishes to enter. The number of transfer students accepted is governed by the limited enrollment in certain of the professional schools and by the capacity of the residence halls.

A student whose marks are sufficiently high may be allowed credit for academic subjects which are substantially equal to those offered in the program selected at Simmons College. Credit for technical work may not be promised

\* Exception: the School of Education. See page 55.

in advance. The amount of credit that can be allowed depends upon the program selected and the courses already completed. It is seldom feasible for a student to transfer to the senior class after three years at another college. Applications are accepted for September entrance only. The Committee on Admission considers carefully all available information about each applicant before reaching a decision upon her eligibility.

Certain credentials are required of all applicants for advanced standing. These are as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it with the required application fee of ten dollars. The application and the fee may be transferred to apply to the succeeding year if notification is received at the Admission Office not later than October first of the year for which the candidate originally filed her application; otherwise the application is automatically withdrawn.

2. *Scholastic Aptitude Test.* The Scholastic Aptitude Test of the College Entrance Examination Board is a requirement for admission. It is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the test. See page 34. If the test has already been taken, the candidate should request the College Board (Post Office Box 592, Princeton, New Jersey; or Post Office Box 27896, Los Angeles 27, California) to send the results to the College. If Achievement Tests were taken, those results also should be sent to the College.

The Director of Admission is glad to correspond with candidates concerning the submission of objective tests other than the College Board if such tests were taken at another college.

3. *College Record.* The College expects each candidate to present an official transcript of her college record, together with the results of any objective tests of aptitude and achievement which may have been taken at that college. When final marks are available, the applicant must file a supplementary transcript with the usual statement of honorable dismissal.

4. *Dean's Recommendation.* The College asks the Dean of the institution last attended to furnish a confidential report on the personal qualifications of the applicant for the program selected at Simmons College.

5. *Health Certificate.* Each applicant is required to submit a complete report of health filled out by the student and her physician on a form provided by the College, usually after acceptance. Good health is essential, and formal admission to the College is contingent upon medical approval of the health certificate.

6. *Personal Interview.* Each applicant should arrange for a personal interview with the Director of Admission.\* Interviews with alumnae or other qualified persons can usually be arranged for candidates living at a distance.

\* See footnote, page 35.

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### ADMISSION TO THE GRADUATE DIVISION

FOR students who have received the baccalaureate degree from a college whose work is accepted by Simmons College two kinds of program are offered: those leading to the degree of Master of Science, and those leading to the diploma. Programs leading to the master's degree are offered in the schools of Library Science, Social Work, Retailing, Science, Home Economics, and Nursing. One-year programs leading to the diploma are also available in most of the schools for properly qualified graduates of accredited colleges.

The programs in library science, social work, and retailing are open to men who meet the admission requirements.

Applicants for admission to the graduate programs in library science, social work, retailing, home economics, and nursing should apply to the director of the school concerned. Those interested in other graduate programs should communicate with the Registrar of the College.

### ADMISSION OF VETERANS

THE COLLEGE welcomes the opportunity for making its programs available to returning service personnel, both women and men. Women veterans are accepted in all graduate and undergraduate programs; men veterans are accepted for the graduate programs in library science, social work, and retailing.

Applications are considered individually on the basis of previous education and experience. Through placement tests and guidance, individual programs are planned that take into consideration the maturity of the veterans and the quality of their experience while serving with the armed forces.

Information as to how veterans may gain, through programs at Simmons College, the benefits provided in the "Korean G. I. Bill of Rights" and the Vocational Rehabilitation Act may be secured from the Coördinator of Veterans' Education, Simmons College, who can also supply information about the War Orphans' Educational Assistance Act of 1956.

### SUMMER COURSES

SUMMER courses are offered by the schools of Library Science, Home Economics, and Nursing, as stated in the sections devoted to these schools. In the summer of 1959 an Institute for high school teachers of chemistry, under a grant from the National Science Foundation, will be offered in the School of Education.

# Programs of Study

## THE FIRST-YEAR CLASS

THE PROGRAM for the first-year class is one of the distinctive features of the educational plan at Simmons College. In the freshman year the program of each student is planned with four purposes in mind:

1. To assist her in her transition from school to college,
2. To enable her to broaden and deepen her intellectual interests,
3. To guide her toward a wise selection of her professional objective, and
4. To help her plan for the work of her subsequent years in the College.

In her application for admission to the first-year class, the student indicates her *probable* choice of a professional school of the College. This choice is regarded as tentative until confirmed or changed at the close of the first year. By that time the student has learned more about the various professional opportunities — the talents and abilities they require, the opportunities for advancement they offer, and the nature of the preparation involved. The flexibility in the program permits the student whose aims are well defined to carry forward her plans. It helps the student whose objectives are vaguely formed to gain understanding and to plan intelligently.

Each first-year student has a member of the faculty as her adviser. He helps her in her selection of first-year courses and in her choice of a professional objective. In addition, each first-year student is enrolled in a course, *Introduction to the College*, concerned with her adjustment to college and preparation for her further academic and professional training.

During the period of orientation before classes begin in September, the first-year student takes certain placement and aptitude tests. These tests indicate for the individual student which course is most suitable in English, modern language, or science. The secondary school record and these tests aid the faculty adviser in guiding the student in her selection of first-year courses. In making this selection the student and her adviser have in mind the probable professional school for the three upper years and also the necessity of furthering the student's general education.

A normal program for a first-year student consists of four courses (32 semester hours for the year) in addition to the course *Introduction to the College*, mentioned above, and physical education. These four courses are selected from the following groups. Usually not more than two are to be chosen from any one group.



## FIRST-YEAR CLASS

Group A:	{	English (required)			
Language and		French			
Literature		German		Group C:	{
		Spanish		Science	{
Group B:	{	Contemporary Society, or			Biology
Social Studies		an upperclass course			Chemistry
					Physics
					Mathematics
					Science (survey
					courses)

It should be understood that the so-called "general first year" is an essential part of the Simmons educational program, and that no undergraduate makes a *definite* choice of a professional school until the end of her freshman year. Any first-year student who has satisfactorily completed a full-time program is eligible to enter any undergraduate school of the College. Enrollment in certain areas of specialization within a school may be limited, however, by the facilities available; for example, the programs in physical therapy and in orthoptics in the School of Science. Furthermore, in a few areas of specialization a student who has not taken the suggested first-year courses may find that she cannot follow the usual program in that area unless she is willing to do extra work, which may include summer courses.

An orientation booklet is sent to each first-year student in September. It includes detailed suggestions on specific courses and advice concerning the selection of all first-year programs. In general, students who have indicated a probable choice of the School of Publication, Library Science, Business, Retailing, or the programs in English and in history and social studies in the School of Education usually select two courses from Group A above, one from Group B, and one from Group C, as follows:

English  
French, German, or Spanish  
Contemporary Society or an upperclass course in social studies  
Biology, Chemistry, Mathematics, Physics, or Science (survey courses)

Students who expect to choose the School of Social Science should consider electing mathematics and a science survey course. Those who anticipate specialization in French or Spanish in the School of Education should elect the appropriate language. Those with an interest in the technical writing and publishing program of the School of Publication should include mathematics and/or a basic science. Students who have indicated a probable choice of the School of Science, Home Economics, Nursing, or the medical record administration option in the School of Business find the selection of courses from Group C especially important. Those who plan to enter the School of Science or to follow a specialization in science in the School of Education usually elect two subjects from Group C (biology, chemistry, mathematics, physics); potential Home Economics students usually elect chemistry and are advised to elect biology; those who will probably enter the School of Nursing are advised to select chemistry and biology from Group C; and those who are interested



## SCHOOL OF PUBLICATION

in the medical record administration program offered in the School of Business usually elect a chemistry and/or a biology course.

The science electives are not compulsory, but the student who has not taken them in her first year will be restricted in her later choice of electives if she selects certain areas of specialization, and may find it necessary to do extra work either before or after graduation in order to meet the standards of certain professional accrediting organizations.

As a result of her experiences in the first-year class, the student is ready to enter the school of her choice. In her last three years, the student is governed by the requirements of the professional program which she selects and is guided by the director of the school in which she is enrolled. She may continue to consult her first-year faculty adviser and the Dean at any time.

## SCHOOL OF PUBLICATION

THE PROGRAMS of the School of Publication combine a maximum of general education with the minimum of technical training necessary to enable graduates to succeed in the publishing and editing of books and magazines, in journalism and publicity, in advertising, in technical writing and publishing, and in graphic and publishing arts. A sound liberal education provides the foundation for this work; to this is added instruction in the specific skills required for employment in these fields.

### I. FOUR-YEAR PROGRAMS

The four-year programs lead to the degree of Bachelor of Science.

During their four years students spend the equivalent of more than three years in courses in literature, foreign languages, art, and music; in psychology and philosophy; in history, economics, sociology, and the other social sciences; and in the natural sciences. In the third and fourth years the student takes the technical courses that are required of all students in the School and those which she selects to complete her professional preparation.

By combining the courses offered in the School of Publication with those offered by the other schools of the College, a student can arrange highly individualized programs that prepare her for employment in specialized fields. For instance, a student interested in food or fashions may prepare for editorial work in these fields by combining courses in the School of Home Economics with the basic writing and publishing courses offered by the School of Publication. The programs of the School are flexible and, if a student's individual interests are formed and expressed early enough in her college years, an individual program can be arranged that will satisfy her interests in terms of preparation for future employment.

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During the fourth year all students spend two weeks in field study. This study is arranged by the School, which tries to place each student in the kind of office or organization in which she aspires to work after graduation. Students work in the editorial offices of book and magazine publishers, on the staffs of house organs of various types, in public relations offices, in the news and editorial departments of newspapers, in the copy and production departments of advertising agencies, and in radio stations. Students also receive practical experience in their work on the *Simmons Review*, the alumnae-student magazine, the publication of which is a laboratory project of the School.

Programs can be arranged for students who have satisfactorily completed one or more years at other accredited colleges, provided their study has included preliminary courses which will articulate with the requirements for the degree at Simmons College. It is recommended, however, that students transfer from other colleges not later than the end of the second year.

### FIRST YEAR

For the arrangement of this year's work see the section entitled "The First-Year Class."

### SECOND YEAR

English literature (8 sem. hrs.)

Social science, Philosophy, or Psychology (8 sem. hrs.)

It is recommended that courses be chosen from this group and the following group which will complement the course chosen from among the English electives, so that the work of this year will form an integrated unit of concentration. For instance, if the course in *American Writers* (Eng. 20) is elected from the first group, it is recommended that the following course be also elected: *History of American Civilization* (Hist. 21-1, 22-2), *Arts of the American* (Art 23-1), and *Contemporary Music* (Mus. 22-2).

Language, Art, and Music (8 sem. hrs.)

Electives (8 sem. hrs.)

### THIRD YEAR

Copy and Proof (Pub. 40-1)

Introduction to the Graphic Arts (Pub. 41)

Journalism (Pub. 33-1)

Elective from the following group (at least 4 sem. hrs.):

Advanced Composition I (Pub. 30-2)

Article Writing (Pub. 32-2)

Writing on Assignment (Pub. 34-2)

Children's Books and Periodicals (Pub. 38-1)

Printing Workshop (Pub. 44-1 or 2)

English literature elective (4 sem. hrs.)

Social science, Philosophy, or Psychology (4 sem. hrs.)

Electives (8 sem. hrs.)

It is recommended that students without such training elect courses in shorthand and typewriting during the junior year. The course recommended for most students is *Shorthand*.

## SCHOOL OF PUBLICATION

*Typewriting for General Use* (Bus. 35). For students whose prognostic tests show a low aptitude, *General Typewriting* (Bus. 21-1) is advised.

### FOURTH YEAR

- Editing and Publishing Techniques (Pub. 42)
- Graphic Design (Pub. 43)
- Senior Laboratory (Pub. 46-1 or 2)
- Electives from the following group (6 or 8 sem. hrs.):
  - Advanced Composition I (Pub. 30-2)
  - Advanced Composition II (Pub. 31-1 or 2)
  - Article Writing (Pub. 32-2)
  - Writing on Assignment (Pub. 34-2)
  - Publicity (Pub. 35-1)
  - Advertising Copy Writing (Pub. 36-2)
  - Magazine and Industrial Editing (Pub. 37-2)
  - Children's Books and Periodicals (Pub. 38-1)
  - Printing Workshop (Pub. 44-1 or 2)
- Electives (12 or 14 sem. hrs.)

### FOUR-YEAR PROGRAM IN TECHNICAL WRITING AND PUBLISHING

In recent years a new professional job classification has appeared in industry and research — the technical writer. The increased complexity of modern electronic devices, for instance, has created the need for the person who can write the manuals which describe the nature, the operation, and the maintenance of these devices. A similar need exists for the person who can describe the processes and techniques employed in chemical engineering. The need is for the person with a solid grounding in science and technology, skill in writing, and a knowledge of the techniques of publication.

The program in Technical Writing and Publishing has been planned with the help of practicing technical writers. It is offered for those students whose interests and aptitudes parallel the interests and aptitudes of the technical writer: a sound interest in science and an interest in writing and publishing. The program includes a four-year study of science plus the basic required courses in the School of Publication. The program described below is intended to prepare a student for employment in the electric-electronic field. Similar programs are available for students who wish to prepare for the chemical and biological fields.

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### SECOND YEAR

- |   |   |
|---|---|
| General Physics (Phys. 11)                | Differential and Integral Calculus I and II |
| English literature elective (4 sem. hrs.) | (Math. 21-1, 22-2)                          |
| General Typewriting (Bus. 21-1)           | Electives (10 or 12 sem. hrs.)              |

## SCHOOL OF PUBLICATION

### THIRD YEAR

Inorganic Chemistry (Chem. 11)	Copy and Proof (Pub. 40-1)
Electricity and Magnetism (Phys. 21-1)	Introduction to the Graphic Arts (Pub. 41)
Electronics (Phys. 31-2)	Elective (4 sem. hrs.)
Journalism (Pub. 33-1)	

### FOURTH YEAR

Advanced Laboratory Practice (Phys. 36)	Senior Laboratory (Pub. 46-1 or 2)
Editing and Publishing Techniques (Pub. 42)	Article Writing (Pub. 32-2)
Graphic Design (Pub. 43)	Electives (12 sem. hrs.)

### FOUR-YEAR PROGRAM IN GRAPHIC AND PUBLISHING ARTS IN AFFILIATION WITH THE BOSTON MUSEUM SCHOOL

Through an affiliation with the Boston Museum School, a department of the Boston Museum of Fine Arts, the School of Publication offers a four-year program in the graphic and publishing arts, leading to the degree of Bachelor of Science.

This joint program is intended for those students with artistic abilities and interests who wish to combine general education with art-school training to prepare themselves for art work in the fields of publishing, printing, and advertising. The four-year program consists of the courses in general education required of all students in the School of Publication, and courses in the techniques of the reproduction of printed material, taken at Simmons; and fundamental and specialized art courses, taken at the Boston Museum School. The program prepares students for employment as assistant art editors, advertising and layout artists, book designers, and illustrators. By combining as it does the educational facilities of Simmons College and the Boston Museum of Fine Arts, the joint program offers the opportunity for an unusually rich and varied educational experience. To take full advantage of these facilities, programs can be arranged for individual students to satisfy a wide variety of individual interests and abilities.

Admission to the joint program is granted only after interviews with the Director of the School of Publication and the Head of the Boston Museum School, who may require the submission of drawings or other art work done by the student, to determine her artistic ability and her prospects of success in the work of the school.

### FIRST YEAR

For the arrangement of this year's work see the section entitled "The First-Year Class."



## SCHOOL OF PUBLICATION

### SECOND YEAR

#### *At Simmons College*

English literature elective (8 sem. hrs.)  
Social science, Philosophy, or Psychology  
(4 sem. hrs.)  
Introduction to the Graphic Arts (Pub. 41)

#### *At the Boston Museum School*

Drawing I (8 sem. hrs.)  
Anatomy I (6 sem. hrs.)  
Design Ib (2 sem. hrs.)

### THIRD YEAR

English literature elective (8 sem. hrs.)  
English composition (4 sem. hrs.)  
Social science, Philosophy, or Psychology  
(8 sem. hrs.)  
Graphic Design (Pub. 43)  
Editing and Publishing Techniques  
(Pub. 42)

Design I (4 sem. hrs.)

### FOURTH YEAR

Senior Laboratory (Pub. 46-1 or 2)  
Elective (4 sem. hrs.)

24 sem. hrs. of advanced courses to be chosen in consultation with the Art Director of the program. Each student's program will contain such courses as the following:

Commercial Art  
Book Design  
Mechanical Drawing  
Lettering  
Advanced Design  
Graphic Arts  
Perspective

## II. ONE-YEAR PROGRAM FOR COLLEGE GRADUATES

This program offers to graduates of approved colleges whose undergraduate programs have been largely academic the opportunity for a year of concentrated study of the basic skills required in editing and publishing. Applicants are advised to consult the Registrar of the College regarding conditions of admission. The program of each student is planned in consultation with the Director of the School. Candidates who satisfactorily complete such a program are eligible for the Diploma in Publication.

A typical one-year program includes the following courses:

Introduction to the Graphic Arts (Pub. 41)  
Copy and Proof (Pub. 40-1)  
Editing and Publishing Techniques (Pub. 42)  
Graphic Design (Pub. 43)  
Senior Laboratory (Pub. 46-1 or 2)  
Shorthand-Typewriting for General Use (Bus. 35)  
Electives in writing (4 sem. hrs.)



## SCHOOL OF LIBRARY SCIENCE

THE School of Library Science offers two programs designed to provide the preparation needed for a successful career as a librarian. These are a four-year undergraduate program leading to the degree of Bachelor of Science, and a professional program for college graduates, both men and women, leading to the degree of Master of Science. Elective specializations are provided to meet the interests of those who wish to work with children in schools and public libraries, in other areas in public, college, and university libraries, and in special libraries.

The library profession offers a broad range of opportunities in differing specializations and types of libraries — opportunities which vary from scholarship to administration, from service to children, young people, and adults, to work with research specialists. Fundamentally it deals with books and other materials which cover every subject and which the librarian must relate to people of all ages and degrees of education. This requires a considered awareness of the significance of the library in both the local community and society at large. It also requires ability to judge books in terms of the needs of the individuals who use them. Those who like people, as well as books, will find librarianship a rich and satisfying profession.

A librarian needs either a broad acquaintance with the literatures of many branches of knowledge, or a special familiarity with one branch; hence a general education is an essential foundation for the study of library science. In addition to an appreciation of literature, the arts, and history, courses in psychology, sociology, economics, and the sciences are recommended.

A subject interest that has been developed through adequate academic preparation frequently has direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social sciences, the physical and biological sciences, the fine arts, and other subject areas.

Reading knowledge of foreign languages has become increasingly important for work in university and scientific libraries, and students will find strong language preparation a valuable asset. A reading knowledge of at least one foreign language is required of all students in the School, but study of more than one foreign language is advised.

Field experience in libraries of recognized standing is required of all students for a two-week period. For full-time students this normally falls within the second half-year of professional study. Other arrangements may be made for part-time students who have been admitted to degree candidacy. *The student's budget must provide for two weeks' maintenance away from the Boston area during the field experience period*, for the value of this experience depends upon the library visited, and the assignment is made to meet the student's

professional needs, without reference to the distance from Boston. Graduate students who have had at least one year of experience at the professional level may be permitted to substitute a library survey through a formal essay for the field experience.

Familiarity with the many libraries in Boston, Brookline, Cambridge, and other nearby cities and towns is provided through group and individual visits. Metropolitan Boston offers unusual opportunities for visiting bookstores, publishing houses, binderies, and museums. In certain courses additional assignments of a half-day or less are made for directed observation. These brief observation periods, as well as the two-week field period, are made possible through the courtesy and interest of numerous coöperating libraries. Provision should be made to cover the costs of transportation and other expenses incurred on visits.

Students enrolled in professional courses must have access to a typewriter.

### I. FOUR-YEAR PROGRAM

The usual four-year program includes two years of academic studies followed by a two-year academic and professional curriculum, and leads to the degree of Bachelor of Science. It offers preparation for junior positions of professional status. This program is available not only to regularly enrolled Simmons undergraduates, but also to properly qualified students who wish to transfer from other colleges and universities prior to the senior year.

Students who decide at the end of their third year to prepare for graduate study in library science have the option in the fourth year of selecting a full program of academic courses. It should be noted, however, that until graduate work at an accredited school of library science has been successfully completed, such students are not qualified for professional library positions.

#### FIRST YEAR

The arrangement of the first-year program is described in the section entitled "The First-Year Class."

#### SECOND YEAR

Economics	8 sem. hrs.	Psychology	4 sem. hrs.
Foreign languages	8 sem. hrs.	Academic electives	12 sem. hrs.

*Business 21* must be taken in the second or third year unless the student can demonstrate ability to use the typewriter efficiently.

#### THIRD YEAR

Introduction to Librarianship (L. S. 41-1)	History (8 sem. hrs.)
Reference (L. S. 47-2)	Sociology (4 sem. hrs.)
English (8 sem. hrs.)	Academic elective (4 sem. hrs.)

# SCHOOL OF LIBRARY SCIENCE

## FOURTH YEAR

### *First Semester*

Selection of Library Materials (L. S. 49-1)  
Cataloguing and Classification (L. S. 55-1)  
Literature of the Humanities (L. S. 53-1)  
Academic elective (4 sem. hrs.)

### *Second Semester*

Technical Services (L. S. 57-2)  
Academic elective (4 sem. hrs.)  
Library Science electives (8 sem. hrs.):  
    Theory of Administration (L. S. 72-2)  
    Service to Adult Readers (L. S. 50-2)  
    Literature of Science and Technology (L. S. 84-2)  
    Service to Children (L. S. 81-2)  
    Storytelling (L. S. 82-2)  
    Literature for Young Adults (L. S. 83-2)  
    The Book Arts (L. S. 70-2)

Variations in these programs may be arranged with the approval of the Director of the School.

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With the prior permission of the Director of the School, seniors may choose the option of preparing for graduate study in library science by selecting a full program of academic courses during their fourth year.

## **II. ONE-YEAR PROGRAM FOR COLLEGE GRADUATES**

This program in preparation for full professional status is fully accredited by the Committee on Accreditation of the American Library Association. It leads to the degree of Master of Science after one summer session and one academic year, or the completion of forty semester hours of graduate courses. A minimum of thirty-two semester hours of work must be completed in residence.\* Students in good standing who have earned eight semester hours of graduate credit in liberal arts and sciences at other institutions, or who may wish to accumulate such credits elsewhere after taking professional work in the School, may, after being admitted to degree candidacy, petition to apply such credits to their graduate degree here. Similarly those who have earned master's or doctoral degrees elsewhere may, after degree candidacy, petition to have them recognized to the extent of eight semester hours of work, such credit to be counted toward the graduate degree here. While the program is constructed to provide broad training for all professional areas, electives

\* The rules governing degree candidacy are stated on page 171.

## SCHOOL OF LIBRARY SCIENCE

permit programs to be individualized in terms of the professional and academic background of each student. It provides full qualification for a variety of positions in public, college, university, and other types of libraries.

Candidates must offer assurance of professional capacity and personal adaptability through an interview with the Director of the School or his representative. Applicants should have at least a baccalaureate degree in the liberal arts or sciences from a recognized college or university. Students who have a major in a field which is appropriate for special library service, such as art, music, law, and business, but who do not have the usual liberal arts prerequisites may be admitted, provided they evidence capacity for special librarianship and meet the appropriate language requirements. Whenever undergraduate education appears to be deficient, applicants may be required to take additional courses preliminary to candidacy for the degree of Master of Science.

Students who enter the School with an acceptable background of study in library science may substitute for the recommended courses others numbered in the 200s, approved non-professional courses in the subject fields listed elsewhere in the College catalogue, or eight semester hours of work completed at other institutions and approved by the Director of the School.

Candidates over thirty-five of age are admitted only when their experience in the library field has been of extraordinary character.

Applicants for the graduate program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study, in order to insure proper consideration of their credentials. *It should be noted* that applications can not be received later than June 5 for the 1959 summer session, September 14 for the autumn 1959 session, and January 25 for the February 1960 session. Applications which are filed after the above deadlines will be set aside and considered for later academic sessions.

### SUMMER SESSION

Electives (8 sem. hrs.)

Communications (L. S. S119)

Modern Book Publishing and Publishers (L. S. S120)

School Library Service (L. S. S106)

Literature for Young Adults (L. S. S83)

Other courses as listed in the current summer session announcement

### REGULAR SESSION

#### *First Semester*

The Library as a Social Institution (L. S. 101-1)

Reference Methods (L. S. 107-1)

Literature of the Social Sciences (L. S. 109-1)

Principles of Cataloguing and Classification (L. S. 115-1)



## SCHOOL OF SOCIAL SCIENCE

### *Second Semester*

Literature of the Humanities (L. S. 113-2)

Applied Cataloguing and Classification (L. S. 117-2)

Electives (10 sem. hrs.)

    Theory of Administration (L. S. 72-2)

    Literature of Science and Technology (L. S. 84-2)

    Service to Adult Readers (L. S. 110-2)

    Bibliographical and Research Methods (L. S. 108-2)

    Service to Children (L. S. 81-2)

    Storytelling (L. S. 82-2)

    Literature for Young Adults (L. S. 83-2)

    The Book Arts (L. S. 70-2)

    Research and Bibliographical Method in Subject Fields (L. S. 131-2)

    Technical Services (L. S. 118-2)

    Organization and Administration of Special Libraries (L. S. 214-2)

    Seminars

For the convenience of part-time students who are working in neighboring libraries classes are offered in the late afternoon, evenings, and on Saturday mornings, in addition to the regular schedule. Admission requirements and instruction standards are identical to those of the regular schedule. Information about off-hour courses currently offered is available upon request to the School. These classes include some advanced courses in the first semester, and some beginning courses in the second.

### **SUMMER PROGRAM**

Courses equivalent to the one-year program in library science for college graduates are offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses. Full information is contained in a bulletin which may be obtained from the Director of the School of Library Science.

## **SCHOOL OF SOCIAL SCIENCE**

THE PROGRAMS offered by the School of Social Science are designed to provide the student with (1) a broad general education, oriented toward the social sciences, and (2) either basic professional training in one of the areas of social science or preparation for graduate study in the social sciences or education.

The School offers four basic programs, each leading to the degree of Bachelor of Science. These are: public administration, economic analysis, community work, and psychological measurements.

Each of these programs may be utilized as preparation for graduate study in the respective field of concentration or in one of the related social sciences.



## SCHOOL OF SOCIAL SCIENCE

Students who have this objective should plan their programs carefully with the assistance of the Director.

Provision for field study is made in connection with each program. In many instances, approved participation in supervised volunteer service work, in *Economics 40*, or in appropriate summer employment, will be accepted as constituting field study. In others, arrangements are made with governmental and business institutions to provide experience in the field of concentration. In addition to the requirements listed below, students who have not had comparable training in typewriting will take *Business 21*.

The program in *public administration* is designed to lead to employment in administration of Federal, state, and local government. In the senior year students generally take Federal Civil Service Entrance Examinations, and those of states or municipalities in which they are interested. The basic requirements of this program for the second, third, and fourth years are:

Economics	20 semester hours	History	8 semester hours
Government	12 semester hours	Restricted electives*	28 semester hours
		Electives	28 semester hours

The regular program of courses is:

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### SECOND YEAR

Contemporary Economic Society (Ec. 20)  
History of American Civilization (Hist. 21-1, 22-2)  
United States Government (Gov. 21-1)  
State and Municipal Government (Gov. 22-2)  
Electives (8 sem. hrs.)

### THIRD YEAR

### FOURTH YEAR

Restricted electives\* should include *American Financial Institutions (Ec. 35-1)* and *Public Administration (Gov. 40-2)*, which are offered in alternate years.

Business and Social Measurements (Ec. 31)  
Principles of Personnel (Bus. 56-1 or 2)  
Restricted electives (12 sem. hrs.)\*  
Electives (8 sem. hrs.)

Restricted electives (24 sem. hrs.)\* with  
at least 12 sem. hrs. in social studies  
Electives (8 sem. hrs.)

The program in *economic analysis* is designed as preparation for positions in government, financial institutions, and industry, involving analytical work of an economic nature, such as in the fields of prices, product or labor markets, and securities. Positions for which recent graduates have qualified have been in securities houses, insurance companies, market research and forecasting,

\* Courses offered in the Division of Social Studies or the Division of Philosophy, Psychology, and Education.

## SCHOOL OF SOCIAL SCIENCE

and statistical work, among others. In the final three years, the program consists of:

Economics	40 semester hours
Restricted electives*	28 semester hours
Electives	28 semester hours

The regular program\* is:

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### SECOND YEAR

Contemporary Economic Society (Ec. 20)
Business and Social Measurements (Ec. 31)
Restricted electives (8 sem. hrs.)†
Electives (8 sem. hrs.)

### THIRD YEAR

### FOURTH YEAR

Probable restricted electives† would include the following courses which are offered in alternate years: *Corporation Finance* (Ec. 43-2), *American Financial Institutions* (Ec. 35-1), *Investments* (Ec. 42-1), *Intermediate Economic Theory* (Ec. 41-2), and *International Trade* (Ec. 39-1).

Labor Problems (Ec. 36-1)	Seminar in Social Research (Ec. 40)
Restricted electives (16 sem. hrs.)† with at least 8 sem. hrs. in economics	Restricted electives (16 sem. hrs.)† with at least 4 sem. hrs. in economics
Electives (12 sem. hrs.)	Electives (8 sem. hrs.)

The program in *community work* is designed as preparation for graduate schools of social work and as preparation for positions in the field of social welfare where only a baccalaureate degree is required for entrance.

Students who plan careers in professional social work should plan to do graduate study in that field. Those who plan to work in related fields or who plan to work between their periods of undergraduate and graduate study can plan their undergraduate programs accordingly. Recent graduates have been employed by the Red Cross, youth or recreation organizations, and public welfare agencies. The requirements of this program for the final three years are:

Economics	16 semester hours	Psychology	12 semester hours
Government	8 semester hours	Restricted electives†	16 semester hours
Sociology	12 semester hours	Electives	24 semester hours
History	8 semester hours		

The regular program is:

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

\* More than the required forty semester hours of economics are listed to illustrate probable restricted electives.

† Courses offered in the Division of Social Studies or the Division of Philosophy, Psychology, and Education.

## SCHOOL OF SOCIAL SCIENCE

### SECOND YEAR

Contemporary Economic Society (Ec. 20)  
 History of American Civilization (Hist. 21-1, 22-2)  
 Introduction to Psychology (Psych. 20-1 *or* 2)  
 Introduction to Sociology (Soc. 20-1 *or* 2)  
 Electives (8 sem. hrs.)

### THIRD YEAR

United States Government (Gov. 21-1)  
 State and Municipal Government  
 (Gov. 22-2)  
 Introduction to Fields of Social Work  
 (Soc. 40-1)  
 Ethnic-Group Relations in the United States  
 (Soc. 32-1)  
 Business and Social Measurements (Ec. 31)  
 Electives (8 sem. hrs.)

### FOURTH YEAR

Psychology of Adjustment (Psych. 31-1  
*or* 2)  
 Social Psychology (Psych. 40-2)  
 The Family (Soc. 31-2)  
 Seminar in Social Research (Ec. 40)  
 Restricted elective (4 sem. hrs.)\*  
 Electives (8 sem. hrs.)

The program in *psychological measurements* is designed as preparation for positions in guidance work and as test technician in government and testing agencies or personnel departments. The requirements of the program for the second, third, and fourth years are:

Psychology	20 semester hours	Restricted electives*	24 semester hours
Economics	16 semester hours	Electives	28 semester hours
Sociology	8 semester hours		

The regular program is:

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### SECOND YEAR

Contemporary Economic Society (Ec. 20)  
 Introduction to Sociology (Soc. 20-1 *or* 2)  
 The Family (Soc. 31-2)  
 Introduction to Psychology (Psych. 20-1 *or* 2)  
 Restricted elective (4 sem. hrs.)\*  
 Electives (8 sem. hrs.)

### THIRD YEAR

Business and Social Measurements (Ec. 31)  
 Psychology of Adjustment (Psych. 31-1 *or* 2)  
 Social Psychology (Psych. 40-2)  
 Restricted electives (8 sem. hrs.)\*  
 Electives (8 sem. hrs.)

### FOURTH YEAR

Principles of Psychological Measurement  
 (Psych. 41-1)  
 Child Psychology (Psych. 30-1 *or* 2)  
 Seminar in Social Research (Ec. 40)  
 Restricted elective (4 sem. hrs.)\*  
 Electives (12 sem. hrs.)

There is in this School no four-year program in education or in terminal preparation for teaching. Students at Simmons who, at the end of the first

\* Courses offered in the Division of Social Studies or the Division of Philosophy, Psychology, and Education.

## SCHOOL OF EDUCATION

year at the College, decide to prepare for graduate work in elementary school education will usually follow one of the programs described above, choosing courses and electives carefully under the guidance of the Director. Simmons College is one of a group of colleges now coöperating with the Graduate School of Education at Harvard University in a program for training elementary school teachers. Students who wish to apply for graduate work in elementary education at Harvard, if promising and suitably prepared, may be nominated to the University for fellowship and scholarship assistance.

Students who plan to prepare for graduate work in elementary education normally select the *psychological measurements* program because a substantial amount of work in psychology and educational measurement is desirable. Electives should be selected to provide a broad, general background, with an emphasis upon social and intellectual history.

The School of Social Science participates in the "Washington Semester" of the American University in Washington, D. C. Each year a limited number of qualified students may study government, public administration, and international relations for one semester with a group of students selected from participating colleges all over the country. The program consists of a seminar, which meets weekly to question government officials and to discuss previous meetings; a project, begun before the Washington Semester, in the form of a supervised individual study utilizing the research facilities and personal contacts uniquely available in Washington; and two or three courses selected in advance to supplement the student's program at Simmons College. Ordinarily the student will go to American University in the first semester of her junior year; she must discuss plans for the Washington Semester with her adviser early in the sophomore year. This plan will particularly interest students who may wish to work in a government agency after graduation.

## SCHOOL OF EDUCATION

### I. FOUR-YEAR PROGRAMS

THE School of Education offers four-year undergraduate programs to prepare for secondary school teaching in the fields of English, French, Spanish, History and Social Studies, Chemistry, Biology, Physics, and Mathematics. The prescribed programs, when satisfactorily completed, will meet the requirements for certification of teachers in the Commonwealth of Massachusetts, and in many other states. Students who intend definitely to prepare for teaching in a state other than Massachusetts should consult the Director of the School to make certain that their programs will meet the appropriate teacher certification standards.



The course requirements in the School of Education involve two parallel sequences of study. One of these is a prescribed program of course-work leading to a thorough and comprehensive mastery of the subject-matter to be taught. The other is a definite sequence of study providing a sound technical preparation for teaching. The program as a whole is planned to accomplish an effective balance and interrelationship between mastery of content and proficiency in teaching. Students should understand that definite interest and aptitude in *both* of these respects are essential to success in the program.

In accordance with the twofold emphasis of the program in the School of Education, the Director will consult closely with the Chairmen of those Divisions in which the subject-matter concentration is being followed. The approval of the Chairman of the appropriate Division is required both for the prescribed programs and for any deviation from these.

Especially qualified students enrolled in the specializations in French or Spanish may receive credit for the satisfactory completion of a prescribed program in a duly recognized Junior Year Abroad program. Each individual program must have the advance approval of the appropriate faculty committee. No student can be considered for this privilege without the prior recommendation of the instructing staffs in both Modern Language and Education. Each individual arrangement must include provisions for completing eight semester hours of work in Education in summer school between the sophomore and junior years.

The School of Education offers programs *only in preparation for secondary school teaching*. Students seeking to prepare for teaching at other levels, such as the elementary school, will not find suitable programs in this School.

Until the necessary courses and facilities in teacher preparation have been developed, it will not be possible to accept upperclass transfers into the programs of the School of Education.

The programs of the School of Education are as follows:

#### FIRST YEAR

The arrangement of the first-year program is described in the section entitled "The First-Year Class."

#### *Specialization in the Secondary School Teaching of English*

The twenty-four semester hours of English electives must include *English 33-1* and *English 34-2*; two courses from the following three groupings — Novel or Bible, Drama, and Poetry; and two of the following courses — Advanced Composition, Greek and Latin Classics in Translation, Mediaeval Literature, The Renaissance, Seminar in the Novel, or Criticism.

Other electives must include at least eight semester hours in history or other social studies, beyond *Contemporary Society 10*, and at least eight se-

## SCHOOL OF EDUCATION

mester hours in modern language at or above the intermediate level, a course taken in the first year being acceptable in satisfying this requirement.

### SECOND YEAR

English Literature and Society in the Nineteenth Century (Eng. 22)	Historical and Philosophical Backgrounds of Education (Educ. 20-2)
English electives (8 sem. hrs.)	Psychology of Adolescence (Psych. 33-2)
Introduction to Psychology (Psych. 20-1)	Elective (4 sem. hrs.)

### THIRD YEAR

American Writers (Eng. 20)	Curriculum and Methods in the Secondary School Teaching of English (Educ. 32-2)
Shakespeare (Eng. 35-1)	Seminar in Teaching Methods (Educ. 39-2)
English elective (4 sem. hrs.)	Electives (8 sem. hrs.)
The Nature of Classroom Teaching (Educ. 30-1)	

### FOURTH YEAR

English electives (12 sem. hrs.)	School and Teacher in American Society (Educ. 45-2)
Student Teaching (Educ. 40-1)	Electives (12 sem. hrs.)

### *Specialization in the Secondary School Teaching of French\**

Electives must include at least eight semester hours in a second modern language, to which may be added the requirement of not more than eight semester hours of additional work in the same language, depending upon a proficiency test.

### SECOND YEAR

Major French Writers (Fr. 31-1, 32-2)	Historical and Philosophical Backgrounds of Education (Educ. 20-2)
Spoken French (Fr. 33-1)	Psychology of Adolescence (Psych. 33-2)
Introduction to Psychology (Psych. 20-1)	Electives (8 sem. hrs.)

### THIRD YEAR

Conversation and Composition (Fr. 34-1, 35-2)	Curriculum and Methods in the Secondary School Teaching of Modern Language (Educ. 33-2)
The Age of Classicism (Fr. 41-1, 42-2)†	Seminar in Teaching Methods (Educ. 39-2)
The Nature of Classroom Teaching (Educ. 30-1)	Electives (8 sem. hrs.)

### FOURTH YEAR

French Literature from the Revolution to the Third Republic (Fr. 45-1, 46-2)†	Student Teaching (Educ. 40-1)
The Age of Reason (Fr. 43-1, 44-2)† or	School and Teacher in American Society (Educ. 45-2)
Contemporary French Literature (Fr. 47-1, 48-2)†	Electives (8 sem. hrs.)

\* The prerequisites for French 31, 32 must have been satisfied before the student may enter this program.

† Offered in alternate years.

## SCHOOL OF EDUCATION

### *Specialization in the Secondary School Teaching of Spanish*

Electives must include at least eight semester hours in a second modern language, to which may be added the requirement of not more than eight additional hours of work in the same language, depending upon a proficiency test.

#### SECOND YEAR

Hispanic Civilization (Span. 20)	Education (Educ. 20-2)
Introduction to Psychology (Psych. 20-1)	Psychology of Adolescence (Psych. 33-2)
Historical and Philosophical Backgrounds of	Electives (12 sem. hrs.)

#### THIRD YEAR

Spanish and Spanish American Writers of the Nineteenth and Twentieth Centuries (Span. 31-1, 32-2)	30-1)
Conversation and Composition (Span. 34-1, 35-2)	Curriculum and Methods in the Secondary School Teaching of Modern Language (Educ. 33-2)
The Nature of Classroom Teaching (Educ.	Seminar in Teaching Methods (Educ. 39-2)
	Electives (8 sem. hrs.)

#### FOURTH YEAR

Spanish Literature of the Golden Age (Span. 41-1, 42-2 or Span. 43-1, 44-2)	(Span. 47-2)
Contemporary Literature of Spain and Spanish America (Span. 45-1, 46-2)	Student Teaching (Educ. 40-1)
Advanced Conversation and Composition	School and Teacher in American Society (Educ. 45-2)
	Elective (4 sem. hrs.)

### *Specialization in the Secondary School Teaching of History and Social Studies*

The sixteen semester hours of history electives will be chosen in consultation with the subject-matter adviser to provide a concentration either in European history or in American history, or a comprehensive general survey of the field of history. If the concentration in European history is chosen, the history electives should be selected from: *History 24-1*, *History 25-1*, *History 26-2*, *History 29-1*, *History 30-1*, and *History 35-2*. For the concentration in American history, the history electives should be chosen from: *History 23-2*, *History 24-1*, *History 29-1*, *History 31-1*, and *History 33-1*. Early planning is essential because certain courses are offered only in alternate years.

Other electives must include eight semester hours in economics or sociology, and at least eight semester hours in English, a modern language, or a science; so that this credit, taken in conjunction with work completed in the first year, will provide some qualification for teaching in a second field.

#### SECOND YEAR

History of American Civilization (Hist. 21-1, 22-2)	Introduction to Psychology (Psych. 20-1)
United States Government (Gov. 21-1)	Historical and Philosophical Backgrounds of Education (Educ. 20-2)
State and Municipal Government (Gov. 22-2)	Psychology of Adolescence (Psych. 33-2)
	Elective (4 sem. hrs.)

## SCHOOL OF EDUCATION

### THIRD YEAR

Nineteenth Century Europe (Hist. 27-1)	Curriculum and Methods in the Secondary
Twentieth Century Europe (Hist. 28-2)	School Teaching of History and Social
History electives (8 sem. hrs.)	Studies (Educ. 34-2)
The Nature of Classroom Teaching	Seminar in Teaching Methods (Educ. 39-2)
(Educ. 30-1)	Electives (8 sem. hrs.)

### FOURTH YEAR

History electives (8 sem. hrs.)	School and Teacher in American Society
Student Teaching (Educ. 40-1)	(Educ. 45-2)
	Electives (16 sem. hrs.)

### *Specialization in the Secondary School Teaching of Biology\**

#### SECOND YEAR

Vertebrate Morphology (Biol. 23)	Analytic Geometry (Math. 14-2) <i>or</i>
Quantitative Analysis (Chem. 22-1)	Analytic Geometry and Calculus I
Elementary Analysis (Math. 11-1) <i>or</i>	(Math. 23-2)
College Algebra and Trigonometry	Introduction to Psychology (Psych. 20-1)
(Math. 13-1) <i>or</i>	Historical and Philosophical Backgrounds of
College Mathematics (Math. 15-1)	Education (Educ. 20-2)
	Psychology of Adolescence (Psych. 33-2)

#### THIRD YEAR

Human Physiology (Biol. 34-2)	Curriculum and Methods in the Secondary
Microbiology (Biol. 21-2)	School Teaching of Science and Mathe-
Organic Chemistry (Chem. 20-1)	matics (Educ. 35-2)
General Physics (Phys. 11)	Seminar in Teaching Methods (Educ. 39-2)
The Nature of Classroom Teaching	Elective (4 sem. hrs.)
(Educ. 30-1)	

#### FOURTH YEAR

Man: His Heredity and Evolution	School and Teacher in American Society
(Biol. 46-2)	(Educ. 45-2)
Biochemistry (Chem. 21-2)	Electives (16 sem. hrs.)
Student Teaching (Educ. 40-1)	

### *Specialization in the Secondary School Teaching of Chemistry†*

#### SECOND YEAR

Qualitative Analysis (Chem. 13-2)	Historical and Philosophical Backgrounds of
Quantitative Analysis (Chem. 22-1)	Education (Educ. 20-2)
Differential and Integral Calculus I and II	Psychology of Adolescence (Psych. 33-2)
(Math. 21-1, 22-2)	Elective (4 sem. hrs.)
Introduction to Psychology (Psych. 20-1)	

\* This program assumes completion in the first year of Biology 10 and Chemistry 11 or 12.

† This program assumes completion in the first year of Chemistry 11 or 12 and Mathematics 13 and 14 or 15 and 23.



## SCHOOL OF EDUCATION

### THIRD YEAR

Organic Chemistry (Chem. 31)	Curriculum and Methods in the Secondary
General Biology (Biol. 10)	School Teaching of Science and Mathe-
General Physics (Phys. 11)	matics (Educ. 35-2)
The Nature of Classroom Teaching	Seminar in Teaching Methods (Educ. 39-2)
(Educ. 30-1)	

### FOURTH YEAR

Physical Chemistry (Chem. 41)	School and Teacher in American Society
Student Teaching (Educ. 40-1)	(Educ. 45-2)
	Electives (16 sem. hrs.)

### *Specialization in the Secondary School Teaching of Physics\**

#### SECOND YEAR

Electricity and Magnetism (Phys. 21-1)	Historical and Philosophical Backgrounds of
Electronics (Phys. 31-2)	Education (Educ. 20-2)
Differential and Integral Calculus I and II	Psychology of Adolescence (Psych. 33-2)
(Math. 21-1, 22-2)	Elective (4 sem. hrs.)
Introduction to Psychology (Psych. 20-1)	

#### THIRD YEAR

Modern Physics (Phys. 34-1) or	The Nature of Classroom Teaching
Optics (Phys. 22-1)	(Educ. 30-1)
Nuclear Physics (Phys. 41-2) or	Curriculum and Methods in the Secondary
Thermodynamics (Phys. 45-2)	School Teaching of Science and Mathe-
General Biology (Biol. 10)	matics (Educ. 35-2)
Inorganic Chemistry (Chem. 11 or 12)	Seminar in Teaching Methods (Educ. 39-2)

#### FOURTH YEAR

Optics (Phys. 22-1) or	Student Teaching (Educ. 40-1)
Modern Physics (Phys. 34-1)	School and Teacher in American Society
Thermodynamics (Phys. 45-2) or	(Educ. 45-2)
Nuclear Physics (Phys. 41-2)	Electives (16 sem. hrs.)

### *Specialization in the Secondary School Teaching of Mathematics†*

#### SECOND YEAR

Differential and Integral Calculus I and II	Historical and Philosophical Backgrounds of
(Math. 21-1, 22-2)	Education (Educ. 20-2)
General Physics (Phys. 11) or Inorganic	Psychology of Adolescence (Psych. 33-2)
Chemistry (Chem. 11 or 12)	Elective (4 sem. hrs.)
Introduction to Psychology (Psych. 20-1)	

\* This program assumes completion in the first year of Physics 11 and Mathematics 13 and 14 or 15 and 23.

† This program assumes completion in the first year of Mathematics 13 or 15, and 23; and Physics 11 or Chemistry 11 or 12.

## SCHOOL OF SOCIAL WORK

### THIRD YEAR

Applied Mathematics I (Math. 43-1) <i>or</i>	The Nature of Classroom Teaching (Educ. 30-1)
Advanced Calculus I (Math 31-1)	Curriculum and Methods in the Secondary
Statistics (Math. 41-2) <i>or</i>	School Teaching of Science and Mathe-
Matrices and Determinants (Math. 42-2)	matics (Educ. 35-2)
Modern Physics (Phys. 34-1)*	Seminar in Teaching Methods (Educ. 39-2)
Nuclear Physics (Phys. 41-2)*	Electives (8 or 16 sem. hrs.)

### FOURTH YEAR

Advanced Calculus I (Math. 31-1) <i>or</i>	Nuclear Physics (Phys. 41-2)*
Applied Mathematics I (Math. 43-1)	Student Teaching (Educ. 40-1)
Matrices and Determinants (Math. 42-2) <i>or</i>	School and Teacher in American Society
Statistics (Math. 41-2)	(Educ. 45-2)
Modern Physics (Phys. 34-1)*	Electives (8 or 16 sem. hrs.)

## II. PROGRAM FOR COLLEGE GRADUATES

During the summer of 1959 a summer institute for high school teachers of chemistry, supported by a grant from the National Science Foundation, will be offered. To participants who enroll for credit and pass the course(s) with a satisfactory grade, graduate academic credit will be granted in the Simmons School of Education.

## SCHOOL OF SOCIAL WORK

THE School of Social Work offers a two-year program in professional social work for college graduates.

In the first year the student takes certain basic courses and field work in an agency carefully selected to give experience in generic social work, ordinarily either a family or children's agency. This year is planned to offer the student opportunity to gain an understanding of the philosophy of social work and the concepts which guide the worker; an introduction to the theory and practice of social case work, community work, social research, and public welfare; familiarity with sources of authority in the literature of these fields of social work; a knowledge of social resources, and factual material in medicine, psychology, psychiatry, and social legislation.

The second year affords opportunity for specialization in the field of the student's choice. Prescribed courses for all students give insight into allied

\* Offered in alternate years.

## SCHOOL OF SOCIAL WORK

fields and deepen the student's understanding of generic social work. Seminars are held in the field of specialization. Intensive field work gives opportunity for continuous responsibility.

The special study required of all candidates for the Master of Science degree is designed to teach the student to apply research techniques and methods which will be useful in the analysis of data in the field of social work. Although graduation does not of course *guarantee* recommendation, the School, in co-operation with the Placement Office of Simmons College, assists in the placement of graduates of the two-year program.

*Admission.* Candidates must offer assurance of professional capacity and personal adaptability, in addition to satisfactory completion of a four-year course in an accredited college, including courses in the social sciences. The community work program in the School of Social Science described in an earlier section serves as a guide for an undergraduate program leading to graduate courses in social work. Whenever undergraduate education is deficient in the social sciences, a candidate for the Master of Science degree may be required to take additional courses in this field before the granting of the degree. Candidates under twenty-one or over thirty-eight years of age who have had no experience in social work are not ordinarily admitted.

Qualified men may enter the School of Social Work as candidates for the degree of Master of Science from Simmons College; or if they are registered in the graduate school of Tufts University and complete in Simmons College the professional courses required for the Master of Science degree in the School of Social Work, they may be candidates for the degree of Master of Science from Tufts University.

*Degree.* Two full academic years in residence are required for the Master of Science degree, unless the student has satisfactorily completed the first year in a school of social work which is a member of the Council on Social Work Education. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. (See also the section on page 171 entitled "The Degree of Master of Science.")

*Specializations.* Simmons has traditionally emphasized second-year specializations in medical and psychiatric social work. Because of the variety of offerings both in the classroom and in the field, the School encourages students to take one or the other of these concentrations. However, for qualified applicants, individual programs can be worked out for specializations in community organization, children's work, or social work research.

A catalogue giving more detailed information may be obtained by writing to the Director, School of Social Work, 51 Commonwealth Avenue, Boston 16.

## **SCHOOL OF BUSINESS**

THE FIELD of business presents the greatest number of employment possibilities for women, and the opportunities for high-level jobs are constantly increasing. Today a young woman entering the business field can realistically aspire to executive positions. It is obvious that opportunities for advancement and the chance to fill jobs at top levels come most frequently to young women who have broad general education and professional training in the business fields. The program of the School of Business is designed to provide the kind of education which will develop the professional maturity necessary for eventual managerial responsibilities.

Women usually enter business as secretaries or accountants. These are the fields which offer the best opportunities for initial employment and for learning the business from the inside. They also provide gainful and satisfying employment for the graduate who intends to work for only a short time now but may wish to return in later years.

The School of Business provides opportunity for each student to become so thoroughly conversant with some special business field and with the administrative and management problems of business that her knowledge and ability will take her over the threshold of the initial position to semi-executive or executive positions beyond. Graduates of the School are now occupying interesting administrative positions in business concerns, government agencies, hospitals, educational institutions, and professional offices. Some are engaged as public accountants, office managers, statisticians and analysts, property managers, medical record librarians, and specialists in the fields of personnel and advertising; others have established and creditably maintained their own businesses.

The program leading to the Bachelor of Science degree requires four years, and a one-year program is offered for graduates of approved colleges. Programs are planned for students transferring from other colleges at the end of their first or second years and for graduates of junior colleges. It is rarely feasible to transfer to the senior class after three years at another institution.

The training is supplemented by actual contacts with business firms. This experience provides an opportunity to observe the operation of businesses which are engaged in the student's field of specialization.

### **I. FOUR-YEAR PROGRAMS**

The programs outlined below enable students, through an appropriate choice of business and academic courses, to prepare for positions in specific divisions of business and in the work of administrative offices or agencies of government, educational institutions, hospitals, and various other types of



organizations. Each student, with the help of a faculty adviser, plans her individual program in terms of her own interests and objectives. By a selection of related courses, student programs may be arranged in the following special fields: accounting, advertising, business education, executive medical and bilingual secretarial, office administration, personnel, and medical record administration.

The *accounting* program offers preparation for positions in public accounting firms; in the accounting offices of manufacturing, wholesaling, and retailing businesses; and in municipal, state, and Federal government.

The *advertising* program prepares students for administrative positions in advertising agencies or in the advertising or marketing research departments of business concerns. Secretarial training is integrated with the program.

The *business education* program prepares teachers of business subjects at the secondary or collegiate levels. In addition to business courses, the student takes those education courses which are necessary to meet teacher certification requirements in most states.

The *executive medical secretarial* program merges secretarial training with the study of biological sciences. It offers preparation for those interested in employment in doctors' offices, hospitals, health agencies, and medical clinics.

The *bilingual* program is planned for those who desire special preparation for secretarial positions in the Department of State, in consular offices, or in firms engaged in foreign trade. Students develop facility in a foreign language while acquiring business training.

The *office administration* program is intended for students who do not wish to specialize in any area of business training, but instead desire preparation for executive secretarial or eventual office management positions.

The *personnel* program prepares students for employment in personnel departments of businesses and in placement, registrars', guidance, and administrative offices in educational institutions. Secretarial training is included in the program.

The *medical record administration* program provides professional training for students who wish to become medical record librarians in hospitals. In the first three years all of the courses in the program are given at Simmons College. After the third year the courses in medical record administration are given at the Massachusetts General Hospital.

The work in these courses begins the third week in June and continues through the first week in June the following year, a total of forty-nine weeks. Vacations are provided of one week at Christmas and one week during the regular spring vacation. When the College residence halls are closed, fourth year students live in the Massachusetts General Hospital nurses' residence. They are charged at the rate of \$25 a month for a room, and may eat their meals at moderate cost in the hospital cafeteria. The Massachusetts General

## SCHOOL OF BUSINESS

Hospital will make available a \$500 scholarship to each senior in satisfactory academic standing in the Medical Record Administration specialization.

Students completing the program satisfactorily are granted the Diploma in Medical Record Administration, as well as the degree of Bachelor of Science, and are prepared for the examination for the certificate of Registered Record Librarian, which is administered by the American Association of Medical Record Librarians.

### FIRST YEAR

The arrangement of the first-year program is described in the section entitled "The First-Year Class."

### SECOND YEAR

Introduction to Business (Bus. 24-1)  
Contemporary Economic Society (Ec. 20)\*  
Principles of Accounting (Bus. 20-2)  
Remaining courses (16 sem. hrs.)† selected from following options:

*Accounting, Advertising,  
Office Administration,  
Personnel*

English (4 sem. hrs.)  
Electives (12 sem. hrs.)

*Bilingual Secretarial*

English (4 sem. hrs.)  
Foreign language (8 sem. hrs.)  
Elective (4 sem. hrs.)

*Recommended:*

History, Government, Sociology

*Business Education*

Introduction to Psychology (Psych. 20-1)  
The Psychology of Adolescence (Psych. 33-2)  
Historical and Philosophical Backgrounds of  
Education (Educ. 20-2)  
Elective (4 sem. hrs.)

*Executive Medical Secretarial*

English (4 sem. hrs.)  
General Biology (Biol. 12-1)‡  
Elementary Physiology (Biol. 20-2)  
Elective (4 sem. hrs.)

*Medical Record  
Administration*

English (4 sem. hrs.)  
Introduction to Psychology (Psych. 20-1 or 2)  
General Biology (Biol. 10) or  
General Chemistry (Chem. 10)§

\* *Business Education students may substitute Economics 21 and an elective.*

† *Students may take Business 38 or 61 during the second semester.*

‡ *An elective may be substituted if Biology 10 was completed in the freshman year.*

§ *Either Chemistry 10 or Biology 10 should be taken in the freshman year.*

## SCHOOL OF BUSINESS

### THIRD YEAR

Business Communications (Bus. 61-1 *or* 2)\*

Business Law (Bus. 38-1 *or* 2)

Business Lectures

Remaining courses selected from following options:

#### *Accounting*

Intermediate Accounting (Bus. 32-1, 33-2)

General Typewriting (Bus. 21-1)

Office Procedures (Bus. 42b-2)

Corporation Finance (Ec. 43-2)† *or*

Investments (Ec. 42-1)†

Academic electives (8 sem. hrs.)

#### *Advertising*

Elementary Shorthand and Typewriting (Bus. 31)

Principles of Advertising (Bus. 50-1 *or* 2)

Marketing (Bus. 52-2)

Business elective (4 sem. hrs.)

*Recommended:*

Analysis of Business Data (Bus. 54-1)

Academic elective (4 sem. hrs.)

#### *Bilingual Secretarial*

Elementary Shorthand and Typewriting (Bus. 31)

Foreign language (8 sem. hrs.)

International Trade (Ec. 39-1)† *or*

Business elective (4 sem. hrs.)

*Recommended:*

Analysis of Business Data (Bus. 54-1)

Academic elective (4 sem. hrs.)

#### *Business Education*

Shorthand-Typewriting for General Use (Bus. 35)

*or* Elementary Shorthand and Typewriting (Bus. 31)‡

The Nature of Classroom Teaching (Educ. 30-1)

Methods in Business Education (Bus. 37-2)

Seminar in Teaching Methods (Educ. 39-2)

Electives (8 sem. hrs.)

#### *Executive Medical Secretarial*

Elementary Shorthand and Typewriting (Bus. 31)

Human Anatomy (Biol. 22-1)

Business elective (4 sem. hrs.)

*Recommended:*

Analysis of Business Data (Bus. 54-1)

Academic electives (8 sem. hrs.)

\* Required in fourth year if not included earlier. Exceptions: elective for Medical Record Administration students; Business Education students may substitute an English elective.

† Offered in alternate years.

‡ If the student wishes more than one year of shorthand and typewriting, Business 31 must be taken. If only one year is desired, Business 35 must be chosen.

## SCHOOL OF BUSINESS

### *Office Administration*

Elementary Shorthand and Typewriting (Bus. 31)  
Office Management (Bus. 69-2)  
Analysis of Business Data (Bus. 54-1)  
Academic electives (8 sem. hrs.)

### *Personnel*

Elementary Shorthand and Typewriting (Bus. 31)  
Principles of Personnel (Bus. 56-1 or 2)  
Analysis of Business Data (Bus. 54-1)  
Academic electives (8 sem. hrs.)

### *Medical Record Administration*

Shorthand-Typewriting for General Use (Bus. 35)  
Elementary Physiology (Biol. 20-2)  
Human Anatomy (Biol. 22-1)  
Business electives (12 sem. hrs.)  
*Recommended:*  
Analysis of Business Data (Bus. 54-1)  
Principles of Personnel (Bus. 56-1 or 2)  
Business Communications (Bus. 61-1 or 2)

## FOURTH YEAR

### *Accounting*

Advanced Accounting (Bus. 40-1)  
Cost Accounting (Bus. 44-2)  
Analysis of Business Data (Bus. 54-1)  
Corporation Finance (Ec. 43-2)\* or  
Investments (Ec. 42-1)\*  
Modern Management Techniques (Bus. 45-2)  
Business Lectures  
Business elective (4 sem. hrs.)  
Academic electives (8 sem. hrs.)

### *Business Education*

*To be offered beginning in 1960-61*  
Practice Teaching (Bus. 48-1)  
Office Procedures (Bus. 42-2)  
Business Curriculum and Materials (Bus. 47-2)  
School and Teacher in American Society  
(Educ. 45-2)  
Business Lectures  
Business electives (8 sem. hrs.)  
Electives (8 sem. hrs.)

### *Medical Record Administration*

*At the Massachusetts General Hospital*  
Fundamentals of Medical Science (Bus. 70-1)  
Medical Record Science (Bus. S72-0)  
Medical Terminology (Bus. S73-1)  
Medical Record Management (Bus. 74-2)  
Classification of Diseases (Bus. 75-2)  
Medical Record Field Study (Bus. 76)

\* Offered in alternate years.



## SCHOOL OF BUSINESS

### *Other Specialized Programs*

Advanced Shorthand and Typewriting (Bus. 41-1)

Office Procedures (Bus. 42-2)

Modern Management Techniques (Bus. 45-2)

Business Lectures

Remaining courses selected from following options:

#### *Advertising*

Advertising Media and Markets (Bus. 62-1)

Business elective (4 sem. hrs.)

##### *Recommended:*

Marketing Research (Bus. 63-2)

Academic electives (12 sem. hrs.)

#### *Bilingual Secretarial*

Foreign language (8 sem. hrs.)

International Trade (Ec. 39-1)\* *or*

Business elective (4 sem. hrs.)

Academic electives (8 sem. hrs.)

#### *Executive Medical Secretarial*

Medical Terminology and Transcription  
(Bus. 46-2)

Business electives (8 sem. hrs.)

Academic electives (8 sem. hrs.)

#### *Office Administration*

Business electives (12 sem. hrs.)

##### *Recommended:*

Principles of Personnel (Bus. 56-1 *or* 2)

Academic electives (8 sem. hrs.)

#### *Personnel*

Advanced Personnel (Bus. 64-1)

Public Relations (Bus. 66-2)

Business elective (4 sem. hrs.)

##### *Recommended:*

Labor Problems (Ec. 36-1)

Academic electives (8 sem. hrs.)

## PROGRAMS FOR COLLEGE GRADUATES

### II. BUSINESS

This one-year program provides for a concentrated study in business for graduates of approved colleges whose education has been chiefly academic, and leads to the Diploma in Business. The program of each student is planned in consultation with the Director of the School. All of the courses offered in business are available to graduate students except for advanced courses in which prerequisites are established. A total of thirty-two semester hours of

\* Offered in alternate years.

## PRINCE SCHOOL OF RETAILING

work is required, of which twenty-four semester hours must be taken in the field of business. A typical program would include the following courses:

Introduction to Business (Bus. 24-1)  
Contemporary Economic Society (Ec. 21-1)  
Principles of Accounting (Bus. 20-2)  
Business Law (Bus. 38-1 *or* 2)  
Elementary Shorthand and Typewriting (Bus. 31)  
Electives (8 sem. hrs.)

The flexibility of the program permits the selection of courses to meet varying objectives of individual students.

### III. MEDICAL RECORD ADMINISTRATION

Graduates of approved colleges who wish to obtain professional training for positions as medical record librarians in hospitals may complete the requirements in medical record administration in one calendar year, beginning in June, if they present evidence of satisfactory completion of the undergraduate courses required in the first three years of the program, outlined on pages 64 and 66. Applicants who lack the course prerequisites for admission to the professional courses in medical record administration are required to make up such deficiencies before admission to these courses. This program leads to the Diploma in Medical Record Administration and prepares the student for the examination for the certificate of Registered Record Librarian, which is administered by the American Association of Medical Record Librarians.

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Applicants are advised to consult the Registrar of the College regarding conditions of admission to these diploma programs.

## PRINCE SCHOOL OF RETAILING

THE Prince School of Retailing prepares its students for employment as executives in department stores, specialty stores, and other retail organizations; and also for the wide variety of other fields for which a background in distribution procedures, supervisory skills, and effective techniques of organizing and presenting data is a useful preparation.

The School offers two programs: (1) a four-year undergraduate program open both to Simmons undergraduates and also to young women transferring to the College from other institutions at the end of their freshman or sophomore years; and (2) a one-year program for college graduates, both men and women.

The purpose of the Prince School of Retailing is to provide professional training for work in retailing and related fields of distribution. Specifically its objectives are:

1. To develop an understanding of the business environment of today — with particular reference to retail stores and related organizations — and the ability and attitudes necessary to fit into that environment.
2. To provide skill in dealing with people and working efficiently with groups to a common purpose.
3. To offer specialized training in retailing and related fields as a basis for employment in one of the many areas of distribution.

The Prince School of Retailing continues, as it has in the past, to emphasize specialized training for executive positions in retailing because this field continues to present the kinds of job opportunities and work experience that are valuable for the young person who wishes a career as an executive in a challenging and dynamic business upon graduation from college. The range of positions available to college graduates in stores is constantly broadening, and undoubtedly will continue to do so. In addition, there is a variety of positions in related fields for which a background of retail training and experience is desirable.

Specifically, the positions for which Prince students are being prepared include these two broad categories:

1. *Jobs in retailing.* This includes training director, employment manager, personnel director, fashion coördinator, buyer, merchandise manager, and branch store manager for department and specialty stores, as well as owner and manager of small retail shops. Frequently the preparation for these positions includes preliminary training as a member of an executive training group.
2. *Jobs in areas related to retailing in which a knowledge of retailing principles and practices is useful.* There are positions in wholesaling and manufacturing that relate closely to retailing. These jobs, for which a retail background is highly useful, include: buyer in a New York buying office, fashion director for an apparel manufacturer, sales representative for a wholesaler, reporter for a retail trade publication, and editorial assistant for a fashion magazine. There are many other jobs involving the use of skills developed in the study of retailing. Some of these call for the use of many of the same supervisory skills learned in the study of retailing; others involve the kinds of customer contact similar in many ways to retailing. Year by year this area includes an increasingly wider range of job opportunities and currently graduates are employed in varied work such as: training supervisor in industry, adult education teacher, employment counselor, and statistical analyst.

The entire approach of the Prince School of Retailing today is built around the increasingly important role of distribution in its many forms as a large and attractive area for professional careers for women.

## *PRINCE SCHOOL OF RETAILING*

Because the curriculum of the Prince School of Retailing seeks to be highly practical, the School takes advantage of the many opportunities its location in Boston provides for close contact with business organizations that offer useful types of experience for students. The result is that in addition to the usual types of college instruction, the students take frequent field trips to stores and manufacturing plants in the Boston area, and numerous executives from stores and other organizations come to the School to teach students the techniques they have found effective in their own work. A field trip to the New York market is taken by seniors and graduate students each spring to familiarize them with the practical operations in the apparel fields. The specific courses are listed and described in detail later in this catalogue.

The College recognizes that there can be no complete substitute for the learning that comes from practical work experience. Students are encouraged to work during their summer vacations and other times when they are free to do so on jobs that may be helpful to them both in preparing for a permanent job after graduation and in making work contacts that will be useful to them. We believe that retail selling is a highly useful preparation for almost any type of business activity, and recommend that applicants for admission have a minimum of four weeks of selling experience in a department or specialty store.

The School assigns senior and graduate students to full-time positions in stores and related organizations in Boston or in other cities for a period of approximately six weeks preceding Christmas. In 1958-59 this field work period extended from November 10 through December 23. Students are paid at the prevailing rates during this period of employment, when they are generally given junior executive assignments which provide excellent opportunities to put into practice the retailing and other supervisory techniques they have been studying. The completion of this field work assignment is a definite requirement for the degree.

The facilities of the School and the College Placement Office continue to be available to graduates whenever they are needed, and in past years there have been far more jobs than there are graduates to fill them. Executives representing major retail organizations visit the School each winter and spring to interview students interested in jobs. This interviewing experience is useful for students, and through it they have a direct contact with the leading firms in the retail field. Interviews are available to them also in related areas through the Simmons College Placement Office.

### *1. FOUR-YEAR PROGRAM*

The four-year undergraduate program, which leads to the degree of Bachelor of Science, provides a broad liberal arts background along with the professional training described above. The first year is common to all Simmons



## PRINCE SCHOOL OF RETAILING

College students, and the emphasis is primarily on academic subjects. During the second year students begin the study of retailing, but continue to have much of their course work in the field of general education. The third year is divided equally between academic studies and professional courses; in the fourth year students spend full time in professional courses unless they wish to take an academic elective in place of one of the second-semester subjects.

Because most of the professional courses are presented during the last two years, it is possible to admit by transfer graduates of junior colleges and students who have completed creditably two years of senior college work, principally in academic courses. Transfer students may also be admitted at the end of their first year in another college. Since the courses in retailing are offered at 49 Commonwealth Avenue, more than a mile from the main campus, students in the second, third, and fourth years should make provision in their budgets for the additional carfare to and from the Prince School building.

### FIRST YEAR

The arrangement of the first-year program is described in the section entitled "The First-Year Class."

### SECOND YEAR

These courses are required: *Contemporary Economic Society* (Ec. 20), *Essentials of Retailing* (R. 20), and *Business Communications* (Bus. 61-1 or 2). Students who do not have an adequate mastery of typing must include *General Typewriting* (Bus. 21-1). The balance of the thirty-two semester hours required is made up of general education electives from a variety of areas, particularly spoken and written English, sociology, and psychology. Also recommended are courses in history, government, philosophy, art, music, and the humanities.

Under some circumstances it is possible for students in the School of Retailing to take courses in certain other professional schools if their career interests make this seem desirable. These may, for example, include courses in clothing construction in the School of Home Economics, writing in the School of Publication, and advertising and shorthand in the School of Business.

### THIRD YEAR

Introduction to Distribution (R. 30)

Research Methods (R. 31-2)

Fashion (R. 32-1)

Electives (16 sem. hrs.) to be selected from the areas suggested for the second year.

### FOURTH YEAR

Retail Merchandising (R. 40)

Techniques of Retail Supervision (R. 41)

Personnel Administration (R. 42-1)

Sales Promotion (R. 43-1)

Seminar — Current Problems in Distribution (R. 49-2)

Personnel Problems in Retailing (R. 44-2) or

Academic elective\* (4 sem. hrs.)

\* Taken at the main college building.

## SCHOOL OF SCIENCE

### II. ONE-YEAR PROGRAM FOR COLLEGE GRADUATES

A one-year program designed to provide highly individualized instruction in these same professional areas is offered to properly qualified college graduates, both men and women. Applicants for admission should have the work experience requirements described on page 70.

Individual programs are worked out for each student on the basis of his educational and professional needs. Students are awarded the Diploma in Retailing upon the satisfactory completion of this one-year program. Those who are admitted to candidacy for the degree of Master of Science\* may begin working toward the degree during the period of residence.

The requirements for the Master of Science degree are (1) the completion of thirty-two semester hours of academic work in the form of courses and seminars, (2) the satisfactory completion of the six-week field work period mentioned above, and (3) the completion of an acceptable thesis on an approved topic. Degrees are awarded by the College in June and October.

## SCHOOL OF SCIENCE

### I. FOUR-YEAR PROGRAMS †

THE CURRICULUM of the School of Science provides the student with the fundamental knowledge and techniques which are needed to attain professional competence in certain branches of science, in physical therapy, in orthoptics, or in medical technology.

Programs of study *specializing in each of the fundamental sciences* — biology, chemistry, and physics — are given in detail below. They are designed to qualify students to serve on a professional level wherever science is advanced through research or applied to the problems of medicine, agriculture, or industry. In the laboratories of industry and of research institutions, universities, and hospitals, research and development work is being carried out to find solutions to problems that range from a study of the causes and nature of cancer and its cure to the manufacture of a better soap powder; from the nature of the nucleus of an atom to the origin of the solar system; from the control and ultimate prevention of such virus diseases as the common cold and infantile paralysis to the development of the electronic circuits used in radio, television, and automatic controls. Graduates who have specialized in biology, chemistry, or physics are prepared to serve in laboratories in which such work is done.

The program of study *specializing in mathematics* is described in detail below. Opportunities for women to work as mathematicians have increased markedly in the past ten years. Mathematicians are needed not only in highly

\* The rules governing degree candidacy are stated on page 171.

† Four and one-half years for the physical therapy option.

specialized areas, but also in nearly all fields of pure and applied research. Work involving statistical methods, electronic computing, aircraft design, communication, and weather phenomena are but a few examples of the many openings for mathematicians. It is advisable that students who intend to specialize in mathematics also elect courses in basic science.

Women scientists or mathematicians with a reading knowledge of German and of French or Russian are in special demand to search the literature of science to find out and summarize what has been done in a specialized field in order to prepare the way for laboratory research or for application for patents.

For those who wish to enter a graduate school as candidates for advanced degrees in science or mathematics, a program of study in one of these special fields is prerequisite. Laboratory assistantships, scholarships, and fellowships are offered by graduate schools to help able students finance such graduate study. Those interested in graduate study as a preparation for research in the field of nutrition may combine courses in biochemistry and foods with those suggested for specialization in chemistry. Those students who wish to teach in colleges and universities should specialize in a single science or mathematics and, after graduation, enroll in graduate school as candidates for the Ph.D. degree in this subject.

The four-and-one-half-year program in *physical therapy* leads to the degree of Bachelor of Science and the Diploma in Physical Therapy. In this program Simmons College is affiliated with the Children's Medical Center, the Massachusetts General Hospital, the Peter Bent Brigham Hospital, and the Bay State Medical Rehabilitation Clinic. These hospitals, in which the physical therapy students secure their experience, are world famous for their facilities and staffs. During the final year and a half, much of the basic instruction is given at the Children's Medical Center, but the balance of the program is carefully apportioned among all affiliations. This diversity provides instruction by specialists in a wide variety of techniques; experience with patients of all ages, diagnoses, and degrees of disability; and participation with other medical personnel in stimulating and challenging activities.

Although more than enough academic credits are accumulated to meet the minimum requirements for graduation, neither the degree nor the diploma is awarded unless the final year and a half of the program has been completed with satisfactory grades. During this period courses continue through the summer, except for one month's vacation.

The program is approved by the Council on Medical Education and Hospitals of the American Medical Association. For the final year and a half students are eligible to apply to The National Foundation and other special sources for scholarship and fellowship aid.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students that may be admitted to this program in a



## SCHOOL OF SCIENCE

given year. A student may be rejected by the Director of the School of Science when she applies for admission to this program if, after medical consultation, the candidate is judged for reasons of health or emotional stability to be unfit for this program. Further, if at any time a student's work, conduct, or health is unsatisfactory or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the program.

Physical therapy is a firmly established and constantly growing profession for women. Widespread public interest in the field of rehabilitation has resulted in expanded facilities and a demand for skilled personnel. The physical therapist plays a major role in restoring physically handicapped patients of all ages to useful and productive lives. Opportunities exist in hospitals, rehabilitation centers, the military services, Veterans Administration, public health services, and the clinics of business and industrial firms. For the experienced physical therapist, excellent fellowships are available for further study in preparation for research, administration, and teaching.

The four-year program in *orthoptics* leads to the degree of Bachelor of Science and the Diploma in Orthoptics. Simmons College is affiliated with the Massachusetts Eye and Ear Infirmary in this program. The first three years are devoted to courses taken at the College. In the fourth year the major portion of the work is given at the Infirmary, although one course must be taken at the College. Although the academic requirements in this program are met at the end of the fourth academic year, an additional period of three months of internship is necessary before graduates qualify as candidates for the examination for certification of the American Orthoptics Council.

The need for persons trained in orthoptics to work with ophthalmologists in the diagnosis and treatment of defects and diseases of the eye has grown more acute within recent years. Such professionally trained assistants greatly aid these physicians, who are specialists in the treatment of pathological conditions of the eye. Students in this program devote much of their preprofessional education to the study of biology, physics, and mathematics.

The four-year program in *medical technology* leads to the degree of Bachelor of Science and the Diploma in Diagnostic Laboratory Science. The fourth year is of fifty weeks' duration and starts immediately after the close of the third academic year. In this program Simmons College is affiliated with the Massachusetts General Hospital. Except for a one-semester course taken at the College, the instruction in the final year is given in the laboratories and lecture halls of the Hospital by members of its staff. The program is approved by the Council on Medical Education and Hospitals of the American Medical Association and by the American Society of Clinical Pathologists. During the final year of the program each student in satisfactory academic standing is eligible to receive a scholarship of \$385 from the Massachusetts General Hospital.



## SCHOOL OF SCIENCE

The supply of qualified medical technologists is far too short to meet the needs of the diagnostic laboratories in the hospitals of this country. Their services are essential to the correct diagnosis of disease.

Upon entering the School of Science, a student selects the field in which she intends to specialize. The courses which she must take to acquire professional competence in this field are listed below. By a wise selection of courses in the second-year program it is usually possible for the student who is undecided in which of two related fields to specialize to postpone her final choice until the third-year program is determined. A student who wishes to prepare for a professional objective in science for which the normal programs are unsuitable may usually arrange, in consultation with the Director of the School, a special program to meet her needs.

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

#### *Specialization in Biology*

##### SECOND YEAR

Vertebrate Morphology (Biol. 23)	College Mathematics (Math. 15-1)
Quantitative Analysis (Chem. 22-1, 23-2)	Analytic Geometry (Math. 14-2) <i>or</i>
Elementary Analysis (Math. 11-1) <i>or</i>	Analytic Geometry and Calculus I
College Algebra and Trigonometry	(Math. 23-2)
(Math. 13-1) <i>or</i>	Electives (8 sem. hrs.)*

##### THIRD YEAR

Basic Bacteriology (Biol. 32-1)	Differential and Integral Calculus I and II
General Physiology (Biol. 31-2)	(Math. 21-1, 22-2)
Organic Chemistry (Chem. 31)	Seminar in Biology
General Physics (Phys. 11) <i>or</i>	Electives (8 sem. hrs.)*

##### FOURTH YEAR

Biochemistry (Biol. 41)	Hematology and Tissue Techniques
Pathogenic Bacteriology, Virology, and	(Biol. 42-2)
Immunology (Biol. 45)	Seminar in Biology
Parasitology and Mycology (Biol. 47-1)	Electives (8 sem. hrs.)*

#### *Specialization in Chemistry*

##### SECOND YEAR

Quantitative Analysis (Chem. 22-1, 23-2)	General Physics (Phys. 11)
Differential and Integral Calculus I and II	Electives (8 sem. hrs.)*
(Math. 21-1, 22-2)†	

\* At least twenty-four semester hours of academic subjects must be included among the courses taken during the second, third, and fourth years.

† If chemistry and biology were taken during the first year, Mathematics 13 or 15 and Mathematics 23 should be elected in the second year and Mathematics 24 and 25 in the third year.

## SCHOOL OF SCIENCE

### THIRD YEAR

Qualitative Analysis (Chem. 13-2)	Seminar in Chemistry
Organic Chemistry (Chem. 31)	Electives (20 sem. hrs.)*†

### FOURTH YEAR

Physical Chemistry Laboratory and Instrumentation (Chem. 40)	Advanced Organic Chemistry (Chem. 42)
Physical Chemistry (Chem. 41)	Seminar in Chemistry
	Electives (12 sem. hrs.)*

### *Specialization in Mathematics*

#### SECOND YEAR

Differential and Integral Calculus I and II (Math. 21-1, 22-2)	General Physics (Phys. 11)
	Electives (16 sem. hrs.)*

#### THIRD YEAR

Differential Equations (Math. 30-1)	Numerical Methods I and II (Math. 35-1, 36-2)
Matrices and Determinants (Math. 42-2) <i>or</i>	
Statistics (Math. 41-2)	Seminar in Mathematics
Applied Mathematics I and II (Math. 43-1, 44-2) <i>or</i>	Electives (16 sem. hrs.)*

#### FOURTH YEAR

Advanced Calculus I and II (Math. 31-1, 32-2)	44-2)
Numerical Methods I and II (Math. 35-1, 36-2) <i>or</i>	Statistics (Math. 41-2) <i>or</i>
Applied Mathematics I and II (Math. 43-1,	Matrices and Determinants (Math. 42-2)
	Seminar in Mathematics
	Electives (12 sem. hrs.)*

### *Specialization in Physics*

#### SECOND YEAR

Differential and Integral Calculus I and II (Math. 21-1, 22-2)	Electricity and Magnetism (Phys. 21-1)‡
Inorganic Chemistry (Chem. 11 <i>or</i> 12)	Electronics (Phys. 31-2)‡
	Electives (8 sem. hrs.)*

#### THIRD YEAR

Modern Physics (Phys. 34-1) <i>or</i>	Thermodynamics (Phys. 45-2) <i>or</i>
Optics (Phys. 22-1)	Theoretical Physics (Phys. 40)
Nuclear Physics (Phys. 41-2) <i>or</i>	Differential Equations (Math. 30-1)
Spectroscopy (Phys. 32-2)	Seminar in Physics
	Electives (16 <i>or</i> 12 sem. hrs.)*

\* At least twenty-four semester hours of academic subjects must be included among the courses taken during the second, third, and fourth years.

† If chemistry and biology were taken during the first year, Mathematics 13 *or* 15 and Mathematics 23 should be elected in the second year and Mathematics 24 and 25 in the third year.

‡ Students who have not completed Physics 11 in their first year will elect it in place of Physics 21 and 31, and take the latter in their fourth year.

## SCHOOL OF SCIENCE

### FOURTH YEAR

Optics (Phys. 22-1) <i>or</i>	Theoretical Physics (Phys. 40) <sup>m</sup> <i>or</i>
Modern Physics (Phys. 34-1)	Thermodynamics (Phys. 45-2)
Spectroscopy (Phys. 32-2) <i>or</i>	Advanced Calculus (Math. 31-1)
Nuclear Physics (Phys. 41-2)	Seminar in Physics
	Electives (12 or 16 sem. hrs.)*

### *Specialization in Physical Therapy*

#### SECOND YEAR

Elementary Physics (Phys. 10)	(Phys. Ed. 21)
Human Anatomy (Biol. 22-1)	Introduction to Psychology (Psych. 20-1)
Microbiology (Biol. 21-2)	Child Psychology (Psych. 30-2)
Physical Education in Physical Therapy I	Electives (8 sem. hrs.)†

#### THIRD YEAR

Human Physiology (Biol. 34-2)	Historical and Philosophical Backgrounds of
Community Health Problems (Biol. 43-2)	Education (Ed. 20-1)
Physical Education in Physical Therapy II	Physical Therapy Lectures
(Phys. Ed. 31)	Electives (20 sem. hrs.)†

#### FOURTH YEAR

These courses are taken in the final year and a half. With the exception of *Biology 49*, they are given at the affiliated hospitals.

Therapeutic Exercise (Phys. Th. 41-123)	Ethics and Administration (Phys. Th. 43-3)
Advanced Human Anatomy	Clinical Practice (Phys. Th. 44-23)
(Phys. Th. 30-12)	Orientation to Nursing Techniques
Electrotherapy (Phys. Th. 39-2)	(Phys. Th. 45-23)
Massage (Phys. Th. 40-1)	Applied Physiology (Biol. 49-1)
Psychology of the Handicapped	Psychiatry (Phys. Th. 36-3)
(Phys. Th. 32-2)	Pathology (Phys. Th. 37-2)
Applied Physics (Phys. Th. 38-1)	Neurology (Phys. Th. 34-3)
Orthopedic and General Surgery (Phys.	Cerebral Palsy (Phys. Th. 46-3)
Th. 33-23)	Functional Training (Phys. Th. 47-3)
Medicine (Phys. Th. 35-3)	Occupational Therapy (Phys. Th. 48-3)
Hydrotherapy (Phys. Th. 42-3)	

### *Specialization in Orthoptics*

#### SECOND YEAR

General Biology (Biol. 10)	Child Psychology (Psych. 30-2)
General Physics (Phys. 11)	Electives (8 sem. hrs.)*
Introduction to Psychology (Psych. 20-1)	

\* At least twenty-four semester hours of academic subjects must be included among the courses taken during the second, third, and fourth years.

† At least twenty-four hours of academic subjects must be included among the courses taken during the second and third years.

## SCHOOL OF SCIENCE

### THIRD YEAR

Optics (Phys. 22-1)  
Human Anatomy (Biol. 22-1)  
General Physiology (Biol. 31-2)

Microbiology (Biol. 21-2)  
Electives (16 sem. hrs.)\*

### FOURTH YEAR

The course work is given at the Massachusetts Eye and Ear Infirmary except for *Orthoptics 43*, at the Harvard Medical School, and the elective, at Simmons College.

Physiological Optics (Orth. 43)  
Orthoptics (Orth. 47)

Elective (4 sem. hrs.)\*

### *Specialization in Medical Technology*

#### SECOND YEAR

Quantitative Analysis (Chem. 22-1, 23-2)  
Human Anatomy (Biol. 22-1)  
Elementary Analysis (Math. 11-1) *or*  
College Algebra and Trigonometry (Math.  
13-1) *or*

College Mathematics (Math. 15-1)  
Analytic Geometry (Math. 14-2) *or*  
Analytic Geometry and Calculus I (Math.  
23-2)  
Electives (12 sem. hrs.)†

#### THIRD YEAR

Basic Bacteriology (Biol. 32-1)  
General Physiology (Biol. 31-2)

Organic Chemistry (Chem. 31)  
Electives (16 sem. hrs.)†

#### FOURTH YEAR

These courses, with the exception of *Biology 47*, are taken at the Massachusetts General Hospital in the twelve months immediately following the close of the third academic year.

Parasitology and Mycology (Biol. 47-1)  
Clinical Chemistry (Med. Tech. 40)  
Blood Grouping and Banking  
(Med. Tech. 41)

Medical Bacteriology (Med. Tech. 42)  
Histologic Techniques (Med. Tech. 43)  
General Diagnostic Methods  
(Med. Tech. 45)

## II. ONE-YEAR PROGRAM IN MEDICAL TECHNOLOGY FOR COLLEGE GRADUATES

A few college graduates who have had sufficient training in science may be admitted to the final year of the program in medical technology. Such students are awarded the Diploma in Diagnostic Laboratory Science upon successful completion of the courses.

## III. PROGRAMS FOR COLLEGE GRADUATES

Programs in biology, chemistry, physics, or physical therapy are open to qualified college graduates who have majored in these fields. The degree of

\* At least twenty-four semester hours of academic subjects must be included among the courses taken during the second, third, and fourth years.

† At least twenty-four semester hours of academic subjects must be included among the courses taken during the second and third years.



Master of Science is awarded to candidates who have completed successfully a program totalling at least thirty-two semester hours.\* Courses open to graduate students only must be included to the extent of at least sixteen semester hours. Eight semester hours are devoted to original research, the results of which must be submitted in the form of a thesis which includes a review of the specialized field and a bibliography. At the discretion of the Department, the candidate may be required to demonstrate a reading knowledge of at least one modern language other than English. The work must ordinarily be completed within two consecutive years.

***IV. ONE-AND-ONE-HALF-YEAR PROGRAM IN PHYSICAL THERAPY  
FOR COLLEGE GRADUATES AND GRADUATE NURSES***

Properly qualified college graduates and graduate nurses may be admitted to the final year and a half of the program in physical therapy, and are awarded the Diploma in Physical Therapy upon successful completion of the courses. Preference is given to applicants who offer eight semester hours each in general biology, physics, and chemistry, and four each in anatomy and physiology. Students must also have completed twelve semester hours in the social sciences, including at least six in psychology.

***V. ONE-YEAR PROGRAM IN ORTHOPTICS FOR COLLEGE GRADUATES***

A few college graduates who have had sufficient training in science may be admitted to the final year of the program in orthoptics. Such students are awarded the Diploma in Orthoptics upon successful completion of the courses

**SCHOOL OF HOME ECONOMICS**

***I. FOUR-YEAR PROGRAMS***

PROGRAMS offered by the School of Home Economics aim to achieve a balance between general education essential for all college women, and professional education essential for a well-qualified, competent home economist. Basic preparation for homemaking is common to all programs, including courses in home management, child development, foods and nutrition, and clothing selection, as well as fundamental courses in the social, physical, and biological sciences.

There are two primary fields of specialization — home economics education and institution management — although students are prepared for a

\* The rules governing degree candidacy are stated on page 171.

## *SCHOOL OF HOME ECONOMICS*

wide variety of positions. Students whose main interest is in foods and nutrition may prepare for dietetics, institution management, public health nutrition, or research in foods and nutrition. With the proper choice of electives, students can meet the requirements for a dietetic internship and for membership in The American Dietetic Association, which is a prerequisite for many positions in the field of dietetics. Special programs may be planned to prepare students for public health nutrition or for research in foods and nutrition. In some cases a year of graduate work is required in order to become fully qualified for these fields. Students who plan to do graduate work in foods and nutrition may prepare for such work in either the School of Science or the School of Home Economics. Many universities offer graduate assistantships in teaching or research to students with a strong background in the sciences who wish to work for the master's degree.

For students interested in teaching or in extension work, general preparation in all aspects of home economics is desirable. Students completing the work in education, which includes supervised teaching in junior or senior high schools, are qualified to teach home economics in both private and public elementary and secondary schools. The same general type of preparation is necessary for those who wish to become home demonstration agents or 4-H Club leaders.

For home economics careers in business, a general background is recommended, with stress on the foods courses since most of the positions are in the food or equipment field. Students with a flair for writing will find opportunities for home economists in newspaper, magazine, and radio work. Courses in journalism, publicity, and advertising in the School of Publication and the School of Business help to round out the student's preparation for the business field.

Residence in the home management house on the College campus, which is required of all home economics students, provides experience in family living with its attendant responsibilities in the various phases of homemaking. The cost of this period is based on College residence hall fees, and students who do not live in the residence halls should budget for this expense. Students also participate in the College nursery school, where they develop an understanding of the behavior of children and the problems involved in their guidance. Affiliation with the Merrill-Palmer School in Detroit enables well-qualified students to spend one semester of the junior or senior year in concentrated study of human development, including infant and child development. Graduate study is necessary for students who wish to specialize in child development.

Students are strongly advised to obtain experience in their chosen fields during vacation periods. A summer spent in a hospital dietary department, welfare organization, summer camp, tea room, office, or department store will

## SCHOOL OF HOME ECONOMICS

provide invaluable work experience and give professional background which will be found helpful when assuming a position of responsibility after graduation.

### FIRST YEAR

For the arrangement of this year's work see the section entitled "The First-Year Class."

### SECOND YEAR

General Biology (Biol. 12-1)\*  
 Foods and Nutrition (H. Ec. 23-1 or 2)  
 Clothing (H. Ec. 20-1 or 2)  
 Home Economics Lectures (H. Ec. 15-1)  
 Remaining courses (20 sem. hrs.) selected from following options:

<i>Home Economics Education</i>	Introduction to Psychology (Psych. 20-1)
<i>Teaching, Extension Service,</i>	Design (H. Ec. 22-1)
<i>Business</i>	Historical and Philosophical Backgrounds of Education (Ed. 20-2)
	Child and Adolescent Growth and Development (H. Ec. 35-2)
	Academic elective (4 sem. hrs.)
<i>Institution Management</i>	Introduction to Psychology (Psych. 20-1 or 2)
<i>Dietetics, Public Health</i>	Organic Chemistry (Chem. 20-1)
<i>Nutrition, Research in</i>	Biochemistry (Chem. 21-2)
<i>Foods and Nutrition</i>	Academic electives (8 sem. hrs.)

### THIRD YEAR

Home Management (H. Ec. 34-1 or 2)  
 Advanced Foods (H. Ec. 33-1 or 2)  
 Nutrition (H. Ec. 25-2)  
 Remaining courses (20-22 sem. hrs.) selected from following options:

<i>Home Economics Education</i>	<i>To be offered in 1959-60</i>
<i>Teaching, Extension Service</i>	
	Child and Adolescent Growth and Development (H. Ec. 35-1 or 2)
	Tailoring (H. Ec. 30-1 or 2)
	Field Experience in Home Economics Education (H. Ec. 36-1)
	Historical and Philosophical Backgrounds of Education (Ed. 20-1 or 2)†
	Social science elective (4 sem. hrs.)
	Academic elective (4 sem. hrs.)

\* An elective may be substituted if Biology 10 was completed in the first year. It is suggested that anyone interested in an institution management option elect Biology 20.

† An elective may be substituted if Education 20 was completed earlier.

## SCHOOL OF HOME ECONOMICS

*To be offered beginning 1960-61*

	Tailoring (H. Ec. 30-1 or 2)
	Field Experience in Home Economics Education (H. Ec. 36-1)
	The Nature of Classroom Teaching (Ed. 30-1)
	Textiles (H. Ec. 21-2)
	Academic electives (8 sem. hrs.)
<i>Institution Management</i>	Child and Adolescent Growth and Development (H. Ec. 35-1 or 2)
<i>Dietetics, Public Health</i>	Institutional Accounting (Bus. 39-1) or social science elective (4 sem. hrs.)
<i>Nutrition, Research in</i>	Elementary Physiology (Biol. 20-2)*
<i>Foods and Nutrition</i>	Microbiology (Biol. 21-2)
	Academic elective (4 sem. hrs.)
<i>Business, Other Fields</i>	Program arranged to meet the needs and interests of the student.

### FOURTH YEAR

<i>Home Economics Education</i>	Curriculum and Methods in the Teaching of Home Economics (H. Ec. 54-1)
<i>Teaching, Extension Service</i>	Student Teaching (H. Ec. 55-1)
	Consumer Education (H. Ec. 47-1)
	Family Relations (H. Ec. 57-2)
	School and Teacher in American Society (Ed. 45-2)
	Professional and academic electives (12 sem. hrs.)
<i>Institution Management</i>	Institution Management (H. Ec. 52-1, 53-2)
<i>Dietetics</i>	Nutrition and Diet Therapy (H. Ec. 45-1)
	Historical and Philosophical Backgrounds of Education (Ed. 20-1 or 2)
	Institutional Accounting (Bus. 39-1) or social science elective (4 sem. hrs.)
	Professional and academic electives (12 sem. hrs.)
<i>Business, Public Health</i>	Special programs arranged.
<i>Nutrition, Research in Foods</i>	
<i>and Nutrition, Other Fields</i>	

### III. GRADUATE PROGRAM

A graduate program in home economics education leading to the degree of Master of Science is offered in a series of five summer sessions. One graduate course is offered in an evening or Saturday program during each semester of the academic year, thus making it possible to complete degree requirements in fewer than five summers. Full information is contained in a bulletin which may be obtained from the Director of the School of Home Economics.

\* An elective may be substituted if Biology 20 was completed earlier.



## SCHOOL OF NURSING

THE School of Nursing is fully accredited by the Collegiate Board of Review of the National Nursing Accrediting Service. Several types of programs are offered, built upon the belief that the preparation of the professional nurse is dependent upon the development of the student as an individual. The School aims to develop professional nurses who, through awareness of their professional and personal responsibilities, will make a significant contribution to the needs of our changing society.

The five-year program is designed for high school graduates who wish a preparation for professional nursing integrated with a college education. On the satisfactory completion of this program the student receives the degree of Bachelor of Science and the Diploma in Nursing. She then becomes eligible for the state examinations required for the registration of professional nurses.

In addition undergraduate programs are offered to nurses who are graduates of accredited schools of nursing. The IV program provides a foundation in the areas of social studies, science, psychology, and English, as well as nursing. By building upon this foundation according to her needs and major interest in nursing, the inexperienced nurse may prepare for staff positions. The experienced nurse with a strong professional background may select a program, including supervised field experience in head nursing or assisting with clinical teaching. Those students who complete the approved program in Public Health Nursing (II) are prepared for first-level positions in public health agencies. Admission requirements are described on pages 35 and 36.

In coöperation with the Harvard School of Public Health and the Simmons College School of Social Work, a graduate program in Public Health Nursing (VI) leading to the degree of Master of Science is offered for qualified registered nurses holding baccalaureate degrees.

There is also a preclinical program (V) for students who have been admitted to the schools of nursing of the Children's and New England Deaconess Hospitals of Boston.

### *I. FIVE-YEAR PROGRAM*

The purpose of this program is to provide for qualified applicants a broad scientific, academic, and professional base whereby they may develop social consciousness, sound professional attitudes, and competencies in nursing. The program also seeks to develop an awareness of the total needs of the patient in the community as well as in the hospital. The Collegiate Board of Review of the National Nursing Accrediting Service recognizes these purposes as preparation for all areas of nursing, including public health nursing.

## *SCHOOL OF NURSING*

The first three years consist of a sequence of courses given at Simmons College. In the second year, through a series of discussions, demonstrations, and field trips, the students are oriented to the activities of health and social agencies in the community and to the functions of nursing in an integrated health program. The clinical introduction to nursing takes place in a setting designed to foster an easy adjustment, satisfactory student-patient relationships, and the observance of sound mental health practices.

In the junior year professional preparation is carried forward by carefully selected clinical assignments in the hospital situation. There is continuing emphasis on competency in nursing, including interpersonal relationships, skill in interviewing and teaching, self-understanding, basic concepts of mental health.

At the end of the third year of college work students go for clinical instruction and experience to the various institutions and agencies listed below. The clinical instruction and experience carried out in these agencies are planned and supervised by Simmons College School of Nursing faculty.

In general, the first clinical year includes experience in medical, surgical, and out-patient nursing, operating- and recovery-room techniques, dietetics, gynecological and orthopedic nursing, and allied theoretical instruction. The second year offers experience with related instruction in maternal and child health, and psychiatry; in tuberculosis nursing; and in public health. Through these experiences the student secures a sound preparation for staff positions under supervision in hospitals and public health nursing agencies. As she gains experience, opportunities leading to appointments of increased responsibility become available in her field of special interest, such as supervision, teaching, research, and administration.

There are several distinct advantages of this program over the usual three-year program offered by most hospital schools. (1) It enables the student to secure both a college education and professional preparation in nursing. (2) The college work given the student is so planned as to have a direct relation to nursing and the subjects studied in the hospitals. (3) The clinical instruction is geared to the maturity and capacity of the college student.

All courses at the College, and all courses and clinical experience at the hospitals, must be satisfactorily completed before the degree or the diploma may be awarded. The College reserves the right to exclude students whose academic or clinical progress is unsatisfactory.

Students who intend to spend the summer vacation following the freshman or sophomore year working in a hospital or related health agency are urged to consult with the staff of the School of Nursing before making definite plans.

## SCHOOL OF NURSING

### FIRST YEAR

For the arrangement of this year's work see the section entitled "The First-Year Class."

### SECOND YEAR

#### *First Semester*

- ✓ Human Anatomy (Biol. 22-1)
- Nutrition for Nurses (H. Ec. 26-1)
- Fundamentals of Nursing I (N. 1)
- ✓ Introduction to Sociology (Soc. 20-1)\*
- Elective (4 sem. hrs.)

#### *Second Semester*

- ✓ Microbiology (Biol. 21-2)
- Food Preparation for Nurses (H. Ec. 29-2)
- Fundamentals of Nursing I (N. 1)
- Introduction to Psychology (Psych. 20-2)
- Elective (4 sem. hrs.)\*

### THIRD YEAR

#### *First Semester*

- Fundamentals of Nursing IIA (N. 2)
- ✓ Elementary Physics (Phys. 10)
- ✓ Social science elective (4 sem. hrs.)
- Elective (4 sem. hrs.)†

#### *Second Semester*

- Fundamentals of Nursing IIB (N. 2)
- ✓ Human Physiology (Biol. 34-2)
- Child Development (H.Ec. 39-2)
- ✓ Communicable Diseases: Prevention and Control (Biol. 35-2)

### FOURTH YEAR

The clinical experience of this year begins after a vacation of approximately one month and is followed by a vacation of approximately the same length.

Medical and Surgical Nursing (N. 3) <i>Massachusetts General Hospital</i>	40 weeks
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### FIFTH YEAR

Psychiatric Nursing (N. 4) <i>McLean Hospital</i>	12 weeks
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Maternity Nursing (N. 5) <i>Boston Lying-in Hospital</i>	12 weeks
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Pediatric Nursing (N. 6) <i>Children's Medical Center</i>	12 weeks
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Tuberculosis Nursing (N. 7) <i>Rutland Heights Veterans Administration Hospital</i>	6 weeks
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Public Health Nursing Theory and Practice (N. 8) <i>Boston Visiting Nurse Association</i> <i>Boston Health Department</i> <i>Cambridge Health Department</i> <i>Waltham Visiting Nurse Association</i>	9 weeks
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Seminar in Professional Nursing (N. 9) <i>Simmons College</i>	8 weeks
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Advanced Medical and Surgical Nursing (N. 10) <i>Massachusetts General Hospital</i>	6 weeks
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\* In 1959-60, students should substitute Chemistry 10.

† Students who took Chemistry 10 in their second year substitute Sociology 20.

## SCHOOL OF NURSING

The basic expenses for students enrolled in the School of Nursing are as follows:

### *First Year*

Resident students	\$1800.00
Non-resident students	900.00
Comprehensive fee	70.00

### *Second Year*

Resident students	1800.00
Non-resident students	900.00
Comprehensive fee	70.00
Uniforms	approximately 25.00

### *Third Year*

Resident students	1800.00
Non-resident students	900.00
Comprehensive fee	70.00
Uniforms	approximately 55.00

### *Fourth Year*

Clinical experience	500.00
Hospital laboratory and health fees	35.00*

### *Fifth Year*

Clinical experience and public health affiliation	500.00
Comprehensive fee	70.00*
Board and room during Public Health Nursing Experience	approximately 225.00

## II. PROGRAM IN PUBLIC HEALTH NURSING

This program is approved by the National Nursing Accrediting Service for the preparation of qualified graduate nurses for staff positions in community health agencies. It is primarily designed as a three-semester unit for the benefit of those who wish to meet local or state certification requirements, and may be integrated in the IV program leading to the degree of Bachelor of Science.

To qualify for the statement of "completion of the approved program in public health nursing" a student must have registered for a major portion of the program at Simmons College, and must have done acceptable field work.

\* Includes hospital care except for conditions existent upon entering clinical training or contracted outside the hospital experience.



## SCHOOL OF NURSING

### *Fall Semester*

Reading and Writing (Eng. 10)  
 Introduction to Psychology  
 (Psych. 20)  
 Principles of Education and  
 Methods of Teaching  
 (N. 26)  
 Introduction to the Fields of  
 Social Work (Soc. 40)  
 Introduction to Public Health  
 Nursing (P.H.N. 21)

### *Spring Semester*

Community Health Problems  
 (Biol. 43)  
 Nutrition Problems in Public  
 Health Nursing (H. Ec. 27)  
 Administration of Public Health  
 Nursing (P.H.N. 22)  
 Mental Hygiene (P.H.N. 25)  
 Special Services in Public  
 Health Nursing (P.H.N. 24)  
 Elective (4 sem. hrs.)

### *Fall Semester*

Public Health  
 Nursing Field  
 Work (P.H.N.  
 31)

Arrangements for the field practice must be initiated at least four months before the desired assignment. The most desirable period for this practice is from September to February. A student may be exempted from a portion of this work because of previous acceptable experience under adequate supervision.

A series of summer sessions is especially planned for those who are unable to study in the regular college year. By careful planning, the approved program can be completed in five summer sessions, exclusive of any supervised practice which may be required.

## IV. UNDERGRADUATE DEGREE PROGRAM FOR GRADUATE NURSES

This program is designed to meet the needs of graduate nurses who wish to complete the requirements for the degree of Bachelor of Science. In order to serve the varied objectives of these mature students, a great measure of flexibility is allowed in selecting courses.

Credit is allowed for previous college work and for professional education, subject to the approval of the College. Thirty-two semester hours of general credit is granted to the candidate who has successfully completed the diploma program in an approved school of nursing. Additional credit may be granted on the basis of performance in the Graduate Nurse Qualifying Examination.

Admission to program IV requires that the candidate be a registered nurse, that she meet all the entrance requirements of the College, and that she be recommended for advanced study by the director of her school of nursing. The program includes the following:

English (8 sem. hrs.)\*  
 Psychology and/or Education (8 sem. hrs.)  
 Science (16 sem. hrs.)  
 Social Studies (16 sem. hrs.)  
 Nursing (8-18 sem. hrs.)

All students are required to include *Nursing 26* and *28*.

Electives (chosen in accordance with the student's field of major interest)

\* An English placement test at registration determines the course which a student may select.

## *SCHOOL OF NURSING*

Students not having acceptable preparation in Public Health Nursing and Psychiatric Nursing are required to take the following:

- Introduction to Public Health Nursing (P.H.N. 21-1 *or* 2)
- Public Health Nursing Field Work (P.H.N. 31-1 *or* 2)
- Modern Concepts of Psychiatric Nursing (N. 33-2)
- Field Experience in Psychiatric Nursing (N. 30-1 *or* 2)

The final year of work must be completed at Simmons College and must include at least thirty-two semester hours of credit. For other degree requirements, see page 170.

### *V. HALF-YEAR PROGRAM IN PREPARATION FOR SCHOOLS OF NURSING*

By an arrangement with the Children's Medical Center and the New England Deaconess Hospital, students who are admitted to the schools of nursing in those institutions are received by the College for one semester of instruction in the scientific subjects necessary for their professional work. This program is as follows:

- Anatomy and Physiology (Biol. A)
- Bacteriology (Biol. B)
- Chemistry (Chem. A)
- Foods and Nutrition for Nurses (H. Ec. A)
- Elements of Psychology (Psych. A)

### *VI. GRADUATE PROGRAM IN PUBLIC HEALTH NURSING*

The School of Nursing in coöperation with the Harvard School of Public Health and the Simmons College School of Social Work offers a graduate program in Public Health Nursing. This program is designed to prepare public health nurses for positions of leadership and responsibility.

The requirements for admission are a baccalaureate degree, approved academic preparation in public health nursing, acceptable experience in public health nursing service, potential qualities of leadership, and insight into the nursing needs of the community.

This program, which leads to the degree of Master of Science,\* covers a period of eleven months and requires the completion of thirty-eight to forty semester hours of work. The first semester is divided between the Harvard School of Public Health and the Simmons College School of Nursing, and the second semester between the Simmons College School of Social Work and the School of Nursing. Field experience during the following summer is arranged to supplement past experience. A comprehensive special study is required.

\* *The rules governing degree candidacy are stated on page 171.*

## SCHOOL OF NURSING

The program, coördinating as it does the work of three well-known schools, provides an opportunity for graduate nurses to work with graduate students in other fields and to acquire new understandings of problems directly or indirectly related to nursing.

Tuition for the two academic semesters is \$1,100; for the summer field experience, \$125. Scholarships are available for a selected number of outstanding candidates.

### CURRICULUM

#### FIRST SEMESTER

*At the Harvard School of Public Health\**

The Human Community, Public Health 1A

Principles of Public Health Practice 1A, 1B

*At the Simmons College School of Nursing*

Advanced Public Health Nursing Seminar (P.H.N. 101)

Biostatistics (P.H.N. 102-1)

Research Instruction and Special Study (P.H.N. 104)

Curriculum Development in Nursing (P.H.N. 105-1)

Principles of Epidemiology (P.H.N. 106-1)

#### SECOND SEMESTER

*At the Simmons College School of Social Work*

Social Work Process and Resources (S. W. 13-2)

The Group Process (S. W. 31-2)

*At the Simmons College School of Nursing*

Advanced Public Health Nursing Seminar (P.H.N. 101)

Research Instruction and Special Study (P.H.N. 104)

Public Health Nutrition

Electives

#### SUMMER

Field Experience in Public Health Nursing (P.H.N. S103)

### SUMMER PROGRAM

Courses for graduate nurses are offered in the summer. These courses are offered in blocks of three weeks and are so arranged that a nurse may complete the approved program in Public Health Nursing (II) by attending a series of successive summer sessions. Full information is contained in a bulletin which may be obtained from the Director of the School of Nursing, Simmons College.

\* The official bulletin of the Harvard School of Public Health may be obtained by writing to the School at 55 Shattuck Street, Boston 15.

## Courses of Instruction

THE requirements for each year in the various programs are shown on the preceding pages in the outlines of the programs in each school. Any changes in the courses listed, which may seem advisable because of the varying objectives of the students, are subject to the approval of the director of the school in which the student is enrolled. It must be understood that the College reserves the right to make changes in the courses announced or to omit any course for which there is insufficient enrollment.

A course which occupies a fourth of the full-time effort of a student for one year, irrespective of the actual number of class exercises, is assigned credit of eight semester hours. A course which occupies a smaller fraction of a student's effort is assigned credit in the same ratio. A class period occupies forty-five minutes.

Courses indicated by letter (*e.g.* Chemistry A) are not counted toward a degree, unless taken in connection with additional work prescribed by the Faculty.

In the course numbers the digit following the dash indicates the half-year during which the course is given. The 0 indicates a course given for the full college year, the 1 and 2 indicate first and second half-years. An S preceding the course number indicates a summer course.

### INTRODUCTION TO THE COLLEGE

The freshman course concerning Simmons and its programs. The first half-year is intended to assist the first-year student in her adjustment to new responsibilities and environment. Talks are given on study habits and techniques, health, social relationships, self-understanding, tasteful dress, and other pertinent subjects.

During the second half-year the Directors describe the offerings of their Schools. The Chairmen of Divisions discuss the elective courses in academic subjects. Vocational information is presented by the Director of Placement and by the Directors of Schools. Individual conferences with the Directors of Schools give the freshmen opportunities for questions and discussion.

MISS CLIFTON and special lecturers.

## LANGUAGE, LITERATURE, AND THE ARTS

### ENGLISH

Courses in English stress methods of writing effectively. Each of the courses in literature introduces students to the great literary heritage of the English-speaking peoples and emphasizes the relevance of major writers of the past to the issues and events of today.

### VOICE CONFERENCE

During the orientation period in September all first-year students take a brief oral reading test to determine who can benefit from a short program of voice recordings and individual conferences for improving speech.

MISS MILLIKEN.



10-0. READING AND WRITING

[8 sem. hrs.

*English 10* is an intensive course intended to prepare the entering student for reading and writing of college calibre, and especially to communicate through an effective use of the English language. The student is trained to analyze, organize, and present material of the kind she will meet in all her courses, and the assignments in writing relate the analysis of "meaning" in various kinds of statements to a full program in reading. During the first semester the reading and writing both emphasize certain aspects of modern literature and culture. Class discussions, lectures, and individual conferences upon writing assignments.

During the second semester the assignments are more comprehensive in scope and more analytical in method, and center upon the criticism of a wide range of selected readings from the various periods of western literature. These readings are usually chosen from the Bible, Homer, the Greek tragedians, Shakespeare, Swift, Shaw, and Frost or other poets. Class discussions, lectures, and individual conferences upon writing assignments.

MISS MATLACK, MISS MILLIKEN, MR. GREENE, MR. NITCHIE, MR. STERNE, MR. L'HOMME, MR. LANGER, MISS MCKENNA, MRS. RANDELL.

*Offered:* as a year course, though on recommendation of the instructor the first semester may be taken separately for four semester hours of credit.

11-0. READINGS IN TWENTIETH-CENTURY LITERATURE

[8 sem. hrs.

For first-year students whose placement tests indicate unusual ability in English. The discussion of certain leading twentieth-century novelists, poets, and critics of literature, society, and the arts is an introduction to significant issues of the present. A number of papers, critical and narrative, gives practice in writing from a contemporary point of view.

MR. SYPHER, MR. LANGER.

20-0. AMERICAN WRITERS

[8 sem. hrs.

Reading in major American writers such as Jonathan Edwards, Jefferson, Hawthorne, Emerson, Melville, Henry James, William James, Eugene O'Neill, E. A. Robinson, and Faulkner to illustrate their relation to English and Continental literature and to fundamental American issues like Puritanism, transcendentalism, pragmatism, and the democratic tradition. Critical papers, written after conference with the instructor.

MR. STERNE.

*Prerequisite:* *English 10* or *11* or the equivalent.

21-0. MAJOR ENGLISH WRITERS

[8 sem. hrs.

An introduction to the most important English writers from Chaucer to the present day — during the first semester, Chaucer, Spenser, Shakespeare, Bacon, Donne, Milton, and Pope; during the second semester, Johnson, Wordsworth, Keats, Browning, Arnold, Shaw, and either Yeats or Eliot. These writers are discussed as expressing the changing traditions of literature and as reflecting the social, historical, and intellectual trends of their various periods.

This course serves as both a survey of English literature for students who may not choose other electives in literature and also as background for those planning to take more specialized courses in this subject.

MR. NITCHIE.

*Prerequisite:* *English 10* or *11* or the equivalent.

*Offered:* as a year course, though either semester may be taken separately for four semester hours of credit if approval of the instructor is obtained in advance.

## ENGLISH

### 22-0. ENGLISH LITERATURE AND SOCIETY IN THE NINETEENTH CENTURY

[8 sem. hrs.]

The immediate background to twentieth-century trends and problems in literature, society, economics, religion, the arts, and science as it appears in major British writers from Wordsworth through Byron, Shelley, Keats, Carlyle, Ruskin, Mill, Newman, and Arnold. Stress is laid upon the relation of these writers to Continental and American literature and developments such as "romanticism," realism, naturalism, and symbolism. Six critical papers, written after conference with the instructor.

MR. SYPHER, MR. L'HOMME.

*Prerequisite:* English 10 or 11 or the equivalent and approval of the instructor.

*Enrollment:* limited.

### 23-2. THE TOOLS OF SPEECH \*

[4 sem. hrs.]

This course develops around three units: voice production, speech sounds, and vocabulary. The aim of the course is to help the student improve in these areas by the use of lectures, demonstrations, recordings, drills, integrated with an intensive program of oral interpretation: short stories, scenes from plays, poetry. There are frequent conferences with the instructor and weekly practice periods with the tape recorder. Recommended especially for students with speech or voice problems and for foreign students.

MISS MILLIKEN.

*Prerequisite:* English 10 or 11 or the equivalent, and consultation with the instructor.

### 24-1, 2. SPOKEN ENGLISH \*

[4 sem. hrs.]

A course in which the student is trained to define, to support, to organize, and to present her ideas effectively. In addition to meeting a variety of speech situations, the student also works each week with the tape recorder in order to improve her speaking habits.

MISS MILLIKEN.

*Prerequisite:* English 10 or 11 or the equivalent.

### 25-2. THE SHORT STORY

[4 sem. hrs.]

Appreciation of the short story, with emphasis on the longer, or novella form, including James, Conrad, Joyce, D. H. Lawrence, Mann, Gertrude Stein. Discussion based on student panels, planned in consultation with the instructor. Two papers, one of which may be narrative.

MISS MATLACK.

*Prerequisite:* English 10 or 11 or the equivalent.

### [26-2. ADVANCED PRACTICE IN WRITING †

[4 sem. hrs.]

A course intended for students who are not enrolled in the School of Publication but who are interested in experimental self-expression or professional objectives where the development of a mature style may be helpful. Discussion of student papers, group criticism, individual conferences.

*Prerequisite:* consultation with the instructor.

*Enrollment:* limited to fifteen.

Not offered in 1959-60.]

\* Students are not ordinarily permitted to take both English 23 and 24 for credit.

† Offered in alternate years.

27-2. PRACTICE IN WRITING \*

[4 sem. hrs.]

Primarily intended for those who, after completing *English 10* or its equivalent, need further experience in writing, especially writing of a particular sort. Assignments are based on the individual needs and interests of the students.

MISS MATLACK.

*Prerequisite:* consultation with the instructor.

*Enrollment:* limited.

30-1. THE BIBLE

[4 sem. hrs.]

Chief emphasis is on the reading of the Bible itself — the Old Testament stories of the Pentateuch, the accounts of the kings, the lives and teachings of the prophets and sages, with consideration of the development of religious ideas and ethical standards throughout Biblical history. A study of the New Testament, with special attention given to the Gospel accounts of the life and teachings of Jesus and to the letters of Paul.

MR. GREENE.

*Prerequisite:* *English 10* or *11* or the equivalent.

[31-1. THE RENAISSANCE

[4 sem. hrs.]

A study of the origins of modern culture and thought in such Renaissance writers as More, Spenser, Sidney, Marlowe, Shakespeare, Jonson, and Webster, with collateral readings in Continental authors like Machiavelli, Montaigne, Rabelais, and Cervantes.

*Prerequisite:* *English 10* or *11* or the equivalent.

Not offered in 1959-60.]

[33-1. ENGLISH LITERATURE AND SOCIETY  
IN THE AGE OF DONNE AND MILTON \*

[4 sem. hrs.]

Reading and discussion of such figures as Donne, Jonson, Bacon, Milton, Hobbes, and Dryden exemplify the literary, religious, and philosophic conflicts of the seventeenth century.

*Prerequisite:* *English 10* or *11* or the equivalent.

Not offered in 1959-60.]

[34-2. ENGLISH LITERATURE AND SOCIETY  
IN THE AGE OF ENLIGHTENMENT \*

[4 sem. hrs.]

The literature of the Enlightenment — its ideals in society, religion, and political philosophy, and their importance for the twentieth century. The readings in Swift, Pope, Johnson, and major novelists, poets, and letter-writers illustrate the currents of thought in a cosmopolitan age. Comment on the painting, gardening, furniture, and architecture of eighteenth-century England supplements the discussion of literature.

*Prerequisite:* *English 10* or *11* or the equivalent.

Not offered in 1959-60.]

35-1. SHAKESPEARE

[4 sem. hrs.]

Analysis and interpretation of the major plays, with comment on the theatre of Shakespeare's London.

MR. SYPHER.

*Elective* for third- and fourth-year students.

\* Offered in alternate years.

## COMPARATIVE LITERATURE

### 36-1. THE MODERN ENGLISH NOVEL

[4 sem. hrs.]

A discussion of the major British novelists from the eighteenth century to the present.

MR. GREENE.

*Prerequisite: English 10 or 11 or the equivalent.*

### 37-2. THE CONTINENTAL AND THE AMERICAN NOVEL

[4 sem. hrs.]

Analysis of the novels of Hawthorne, Dostoevsky, Twain, Proust, Gide, James, Mann, Alain-Fournier, Hemingway, Wolfe, Faulkner, Camus, Cozzens, and Warren with special emphasis upon the intellectual, social, political, and aesthetic backgrounds of these authors. A summer reading list is available at the English Office.

MR. LANGER.

*Prerequisite: English 10 or 11 or the equivalent.*

### 39-1. MODERN POETRY

[4 sem. hrs.]

A discussion of the principal poets from Thomas Hardy to Dylan Thomas, stressing particularly such dominant figures as W. B. Yeats, T. S. Eliot, and W. H. Auden. The poems are considered both as texts to be analyzed and as documents of their time.

MR. NITCHIE.

*Prerequisite: English 10 or 11 or the equivalent.*

### 40-2. TYPES OF DRAMAS

[4 sem. hrs.]

A survey of important plays of the western world. Reading and discussion of such significant dramatists as Euripides, Marlowe, Beaumont and Fletcher, Molière, Racine, Gogol, Chekov, and O'Neill.

MR. GREENE.

*Prerequisite: English 10 or 11 or the equivalent.*

### 42-2. INTRODUCTION TO POETRY

[4 sem. hrs.]

A survey of English verse. Emphasis is on understanding and enjoying the short poem. Particular attention is paid to the ballad, sonnet, elegy, and ode, as well as the conventions and styles of the various periods. American verse, as well as other verse in English, is considered in relation to English tradition.

MR. L'HOMME.

*Prerequisite: English 10 or 11 or the equivalent.*

### 43-1. SHAW

[4 sem. hrs.]

A study of the plays, prefaces, and criticism of George Bernard Shaw. Discussion of his times and his theatre.

MR. BOSWORTH.

*Prerequisite: English 10 or 11 or the equivalent.*

FOR OTHER WRITING COURSES, SEE *Publications 30, 31, 32, 33, 34, 35.*

## COMPARATIVE LITERATURE

### 80-2, 81-1. PROBLEMS IN LITERATURE

[4 or 8 sem. hrs.]

80-2. *IDEAS OF GOOD AND EVIL.* This course is devoted to the theme of man's struggle with the problem of good and evil as expressed in literature in the works of Plato, Dante, Milton, Goethe, Nietzsche, and Dostoevsky. Three critical papers, written after conference with the instructor.

MR. STERNE.



## FRENCH

81-1. *MAN IN HIS SOCIETY*. A study of major literary works which are concerned with the relationship between the individual and his society. Discussion is based on the writings of Shakespeare, Molière, Fielding, Stendhal, George Eliot, and John Dos Passos. Three critical papers, written after conference with the instructor.

MR. STERNE.

*Prerequisite*: English 10 or 11 or the equivalent.

*Offered*: as a year course, or either half may be taken separately.

### 82-1. SEMINAR IN THE NOVEL

[4 sem. hrs.]

The writers studied in this course vary from year to year. For 1959-60, an analysis of the writings of Nathaniel Hawthorne and Henry James.

MR. LANGER.

*Prerequisite*: consultation with the instructor.

### 83-2. CRITICISM

[4 sem. hrs.]

The purpose of this course is to develop critical ability. Widely different methods of criticism — psychological, social, philosophical, aesthetic, religious, and ethical — are applied to certain works in literature and the “fine” arts.

MR. SYPHER.

*Prerequisite*: consent of the instructor.

### 84-2. GREEK AND LATIN LITERATURE IN TRANSLATION

[4 sem. hrs.]

Readings in ancient epic, drama, history, and philosophy exemplify the “classical” tradition in Greek and Roman culture.

MR. NITCHIE.

*Prerequisite*: English 10 or 11 or the equivalent.

### 85-1. MEDIAEVAL LITERATURE

[4 sem. hrs.]

The literature of continental Europe and Britain from the decline of “classical” culture to the Renaissance, including Dante and Chaucer as well as epics like *Beowulf* and the *Volsunga Saga*, romances like *Tristram and Iseult*, troubadour poets, and François Villon.

MR. L'HOMME.

*Prerequisite*: English 10 or 11 or the equivalent.

## FRENCH

### 10-0. BEGINNING FRENCH

[8 sem. hrs.]

Through a study of pronunciation, grammar, and vocabulary the student develops ability to understand, speak, read, and write simple French. By the end of the year she should have acquired sufficient mastery of vocabulary and syntax to enter more advanced courses, or if necessary, to continue her reading alone.

MR. ADDELSON.

### 20-0. INTERMEDIATE FRENCH

[8 sem. hrs.]

This course is intended for those who have already studied French, but whose placement-test scores indicate they are not yet ready for *French 25* or *30*. Together with an intensive review of grammar, and also oral practice, the class reads modern French texts of graduated difficulty. Students with a grade of B or better may go directly into *French 31, 32* or *34, 35*.

MISS ANAGNOS.

## FRENCH

### 25-0. INTERMEDIATE FRENCH

[8 sem. hrs.]

This course is indicated for those who have had two or three years of secondary school French and whose achievement in the placement test is such that they would benefit from a more advanced second-year course. There is more emphasis on the spoken language than in *French 20*. This course would normally be followed by *French 33* or *34, 35* or *31, 32*.

MRS. LEFEBER.

### 30-0. READINGS IN FRENCH LITERATURE AND CIVILIZATION [8 sem. hrs.]

A reasonably sound preparation in French grammar is presumed. Classes are conducted in seminar fashion; discussions take place insofar as possible in French. However, ability to speak French is not prerequisite, as such ability is developed during the course of the year. The student reads selected materials with a view to developing an understanding of French civilization and culture. This course prepares for *French 31, 32*.

MR. ADDELSON.

*Prerequisite:* *French 10* with a grade of B or better, or *French 20*, or assignment by placement tests.

### 31-1, 32-2. MAJOR FRENCH WRITERS

[4 or 8 sem. hrs.\*]

Through intensive reading of master works of such figures as Rabelais, Montaigne, Racine, Molière, Rousseau, Voltaire, Hugo, Stendhal, Balzac, Baudelaire, Zola, and Gide, the student is introduced to the major trends in French literature and thinking from the Renaissance to the present day. Prerequisite to all advanced courses in French literature. *Lectures and class discussion in French.*

MRS. LEFEBER.

*Prerequisite:* *French 25* or *30* or approval of the instructor.

### 33-1. SPOKEN FRENCH

[4 sem. hrs.]

Intensive semester course for students of superior aptitude in the French language. Two class meetings a week and four hours of individual oral-aural practice using tape recorders.

MR. NEWMAN.

*Prerequisite:* consent of the instructor.

*Enrollment:* limited to fifteen students.

### 34-1, 35-2. CONVERSATION AND COMPOSITION

[4 or 8 sem. hrs.]

During the first half-year the student concentrates, with individual assistance, upon pronunciation, enunciation, and intonation, and is drilled in the everyday French idiom until she has gained facility and correctness of expression. During the second half-year there are individualized readings which serve as a basis for oral and written reports on aspects of French civilization. *This class is conducted in French.*

MR. NEWMAN.

*Prerequisite:* *French 25* or *30* or approval of the instructor.

### 41-1, 42-2. THE AGE OF CLASSICISM†

[4 or 8 sem. hrs.]

Beginning with an investigation into the sources of classical aesthetics in the sixteenth century, this course is an intensive study of the major figures of the century of Louis XIV.

MR. NEWMAN.

*Prerequisite:* *French 31, 32* or the approval of the instructor.

\* Not divisible except by special permission.

† Offered in alternate years.

## GERMAN

### [43-1, 44-2. THE AGE OF REASON\*

[4 or 8 sem. hrs.]

A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of eighteenth-century thought and culture, such as sentimentalism, neoclassicism, rococo.

*Prerequisite:* French 31, 32 or the approval of the instructor.

Not offered in 1959-60.]

### 45-1, 46-2. FRENCH LITERATURE FROM THE REVOLUTION TO THE THIRD REPUBLIC

[4 or 8 sem. hrs.]

This course traces the emergence and development of modern French literature through pre-romanticism, and romanticism and the later movements of realism, naturalism, *parnasse*, and symbolism.

MR. ADDELSON.

*Prerequisite:* French 31, 32 or the approval of the instructor.

### [47-1, 48-2. CONTEMPORARY FRENCH LITERATURE\*

[4 or 8 sem. hrs.]

Selected readings in modern French literature from Symbolism to the present time. The readings are drawn from such figures as Mallarmé, Rimbaud, Verlaine, Apollinaire, Proust, Gide, Mauriac, Duhamel, Camus, Sartre, Giraudoux, Anouilh.

*Prerequisite:* French 31, 32 or the approval of the instructor.

Not offered in 1959-60.]

## GERMAN

### 10-0. BEGINNING GERMAN

[8 sem. hrs.]

The chief purpose of the course is to develop the student's ability to read German, and the study of grammar is kept to the minimum compatible with this end. Elementary reading material is followed by the reading of short stories and other narrative prose. As far as possible there is practice in spoken German.

MR. KLEIN.

### 20-0. ADVANCED GERMAN

[8 sem. hrs.]

Continuation of *German 10*. During the first eight or ten weeks the class reads narrative prose of a more advanced nature and practices accurate translation. After this preparation there is a selection of various types of narrative, critical, and dramatic writing, designed to furnish an introduction to German history and civilization. Throughout the year the student continues extensive outside readings in some special field of interest on which she reports in conference. A certain amount of regular practice in conversation continues through the year.

MR. KLEIN.

*Prerequisite:* German 10 or the equivalent.

### 30-1. GOETHE'S FAUST AND THE FAUST LEGEND IN EUROPEAN LITERATURE

[4 sem. hrs.]

A study of the representative work of the "representative man" of his age: the sources of the Faust legend, its dramatization by Marlowe in *Dr. Faustus*, and, chiefly, its significance as the expression of Goethe's views. The student does outside reading in other works of Goethe for a broader basis of appreciation. Written reports.

MR. KLEIN.

*Prerequisite:* German 20 or the equivalent.

*Offered in alternate years.*

## SPANISH

### 31-2. CONTEMPORARY GERMAN LITERATURE\* [4 sem. hrs.]

Short stories, essays, and Novellen by representatives of the leading trends in German literature since 1900, such as Brecht, Weichert, Heinrich Mann, Carossa, Thomas Mann, Johst, Hermann Hesse. The course emphasizes parallel readings in other European and American writers representing similar trends, in order to make clear the pervasive quality of leading ideas in Western civilization. Oral and written reports on collateral reading.

MR. KLEIN.

*Prerequisite:* German 20 or the equivalent.

### [32-2. MODERN GERMAN DRAMA \* [4 sem. hrs.]

German drama from 1880 to the present as expressing changing aesthetic, cultural, and social ideas. The reading of plays representing naturalism (Hauptmann), symbolism (von Hofmannsthal), expressionism (Wedekind, Toller, Kaiser), and post-war drama (Brecht and others). By collateral readings in such dramatists as Strindberg, Ibsen, Chekov, Galsworthy, and O'Neill the student traces parallel developments in non-German drama.

*Prerequisite:* German 20 or the equivalent.

Not offered in 1959-60.]

## SPANISH

### 10-0. BEGINNING SPANISH [8 sem. hrs.]

While the main objective is to learn to read the language, a secondary aim is the attainment of some facility in understanding the spoken language, and using it correctly in speaking and writing. Several papers, based on carefully selected readings in English and Spanish, are planned to acquaint the student with the civilization and culture of the Hispanic world.

MRS. HELMAN, MRS. MARICHAL.

### 11-0. READINGS IN MODERN HISPANIC LITERATURE [8 sem. hrs.]

For first-year students whose placement tests indicate that they would profit most from reading modern stories, novels, and plays. Critical papers, planned in individual conferences with instructor, supplement intensive class study of texts.

MRS. HELMAN.

### 20-0. HISPANIC CIVILIZATION [8 sem. hrs.]

By the study of significant historical and literary texts, the student gains skill in reading while acquiring knowledge of the history, literature, and arts of the peoples of Spain and Spanish America. Lectures and museum visits, supplementary reading, and interpretative papers acquaint her with their characteristic forms of artistic expression. At the same time, a brief grammar review, oral reports, and short themes in Spanish strengthen her command of the written, oral, and aural language.

MRS. HELMAN, MRS. MARICHAL.

*Prerequisite:* Spanish 10 or the equivalent.

### 31-1, 32-2. SPANISH AND SPANISH AMERICAN WRITERS [4 or 8 sem. hrs.] OF THE NINETEENTH AND TWENTIETH CENTURIES

The works of the major modern writers like Larra, Espronceda, Bécquer, Valera, Pérez Galdós, Martí, Rodó, Rubén Darío, and the Generation of 1898, are studied against the

\* Offered in alternate years.

† Not divisible except by special permission.



background of the European movements of romanticism, realism, naturalism, symbolism. Lectures, discussion, critical essays.

MRS. HELMAN.

*Prerequisite: Spanish 20 or the equivalent.*

34-1, 35-2. CONVERSATION AND COMPOSITION [4 or 8 sem. hrs.]

In the first semester, the student concentrates on correct pronunciation and proficiency in conversation by means of recordings, tapes, individual conferences with a Spanish-language assistant, oral reports, and class discussions. A significant work of contemporary literature is studied for its colloquially idiomatic language and for its syntax and style.

In the second semester, while oral practice continues, greater stress is given to correct writing and precise understanding of the language. Literary passages are translated from English into Spanish as a stylistic exercise; and the exact translation of a significant contemporary Spanish work promotes proficiency in literary translation. In addition, original themes in Spanish, as well as practice in letter-writing, increase the student's skill and accuracy. The class is conducted entirely in Spanish.

MRS. MARICHAL.

*Prerequisite: Spanish 20 or 31, 32 and approval of the instructor.*

41-1, 42-2. SPANISH LITERATURE OF THE GOLDEN AGE: [4 or 8 sem. hrs.]  
THE NOVEL\*

The types of Spanish fiction such as the picaresque novel, the romance of chivalry, and the pastoral novel are studied and related to the development of the modern European novel. Lectures, class discussion, critical essays deal with the special characteristics of Spanish realism from the *Celestina* to *Don Quixote*. The class is conducted in Spanish.

MRS. HELMAN.

*Prerequisite: Spanish 31, 32, or approval of the instructor.*

43-1, 44-2. SPANISH LITERATURE OF THE GOLDEN AGE: [4 or 8 sem. hrs.]  
DRAMA AND LYRIC POETRY\*

The development of Spanish drama is studied from the *entremeses* of Cervantes through the *comedia* of Lope de Vega, Tirso de Molina, and Cervantes, against the background of Spanish life and society during the Counter-Reformation. Some time is given to the close reading of poems by the leading poets from Jorge Manrique to Góngora.

*Prerequisite: Spanish 31, 32 and approval of the instructor.*

Not offered in 1959-60.]

45-1. CONTEMPORARY LITERATURE OF SPAIN AND [4 sem. hrs.]  
SPANISH AMERICA: ESSAY AND POETRY

The ideas of the leading modern thinkers, such as Ortega y Gasset, Unamuno, and Rodó, are discussed in class and in a number of critical essays. The study of Spanish thought from Lejóo to Ortega illuminates the contemporary situation. Poems by Antonio Machado, Juan Ramón Jiménez, Pedro Salinas, Jorge Guillén, and others are interpreted.

MRS. HELMAN.

*Prerequisite: Spanish 31, 32 and approval of the instructor.*

*Offered in alternate years.*

## LATIN, ART

### [46-2. CONTEMPORARY LITERATURE OF SPAIN AND SPANISH AMERICA: THE NOVEL [4 sem. hrs.]

Reading and discussion of short stories and novels by the most important novelists of the peninsula and the Americas, as for example, Baroja, Valle-Inclán, Pérez de Ayala, Miró, Cela, Martín Luis Guzmán, Rómulo Gallegos, and Güiraldes.

*Prerequisite:* Spanish 31, 32, or approval of the instructor.

Not offered in 1959-60.]

### [47-2. ADVANCED CONVERSATION AND COMPOSITION [4 sem. hrs.]

Intensive practice in speaking and writing is supplemented by a thorough review of the principles of pronunciation, intonation, and grammar.

*Prerequisite:* Spanish 34, 35 and approval of the instructor.

Not offered in 1959-60.]

## LATIN

### 21-1, 22-2. MAJOR LATIN WRITERS [4 or 8 sem. hrs.]

Reading and discussion of certain major writers intended for those who wish to continue Latin beyond secondary school. During the first semester prose, including Cicero's essays, Pliny, Sallust, and Livy, is considered. The second semester is devoted to drama and poetry: Terence, Plautus, Virgil, Ovid, Horace, Catullus, and Lucretius. Throughout each semester the stress is on the literary value of these authors and on their contribution to Western culture. The texts studied will vary interests according to the preparation and interests of the class.

This course will be offered only if there is sufficient demand.

MR. ADDELSON.

*Prerequisite:* three years or more of secondary-school Latin.

*Offered:* as a year course, though either semester may be taken separately.

## ART

### 20-1, 2. INTRODUCTION TO THE ARTS [4 sem. hrs.]

This course acquaints the student with the painting, sculpture, and architecture of the four periods of major importance in the history of Western art: ancient, mediaeval, renaissance, and modern. Transition between these periods is rapid, and the emphasis is upon study and appreciation of masterpieces themselves, not on aesthetic theory. Offered for those who will continue further in the arts as well as for those whose programs allow only one semester of art. Museum guidance through the Boston collections.

MR. BUSH.

### 21-1. THE ITALIAN RENAISSANCE [4 sem. hrs.]

The painting, sculpture, and architecture of the period that produced Da Vinci, Michelangelo, and Titian. The emphasis is upon the contributions of these artists to the art of the present. This course leads into the baroque period and can serve as an introduction to the study of modern art. Museum guidance through renaissance collections in Boston.

MR. BUSH.

### 22-2. ARTS OF THE FAR EAST [4 sem. hrs.]

This course follows the oriental tradition from pre-Buddhist sculpture in India to the painting of modern Japan; but it concentrates on the great periods of China — Han, T'ang

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and Sung — and on landscape painting in Japan. The class meets one hour weekly in the Division of Asiatic Art of the Museum of Fine Arts to study original material.

MR. BUSH.

### 23-1. ARTS OF THE AMERICAS

[4 sem. hrs.

After a brief view of the pre-Columbian arts of Latin America, the course includes leading American painters from Copley to Marin, architecture from the colonial styles to Wright, and modern developments in sculpture. Guidance in the American Wing and Karolik Collections of the Museum of Fine Arts.

MR. BUSH.

### 24-2. MODERN ART

[4 sem. hrs.

Beginning with French Impressionism, this course traces the changing treatment of painted, sculptured, architectural, mechanized, and living forms in the highly individualized arts of the present century. There is an attempt to see what modern art owes to the past and what marks genuine individualism in today's experiments in the arts. Contacts with the Boston collections are made individually or in small groups.

MR. BUSH.

### 26-2. BAROQUE, ROCOCO, AND ROMANTIC PAINTERS OF WESTERN EUROPE

[4 sem. hrs.

The masters of three centuries are used to illustrate changes in European taste and culture from the Renaissance to the Impressionist eras. Rubens and Rembrandt represent baroque; Velasquez and El Greco, its allied developments. Watteau, Fragonard, and Tiepolo are studied as rococo painters. Delacroix and other "romantic" painters are considered along with major satirical painters like Hogarth, Goya, and Daumier as contributors to modern art and commentators upon society. Occasional reference to sculpture and architecture. Museum guidance in the Boston collections.

MR. BUSH.

## MUSIC

### 20-1, 2. INTRODUCTION TO MUSIC

[4 sem. hrs.

This course is intended for students who have no previous knowledge of music. The class traces the development of European music, its various forms and their significance to Western culture, from the Pre-Baroque Period to Debussy. A study of the structure of major musical forms, such as the orchestral suite, the concerto grosso, the sonata, and the symphony, and the characteristics of music in various periods. Offered for those who will continue further in music, as well as for those whose programs allow only one semester of music. The discussions are illustrated with guided listening to recordings, study of orchestral cores, attendance at concerts, and collateral readings.

MR. CLEAVES.

### 21-1. THE CLASSICAL PERIOD

[4 sem. hrs.

The emphasis is upon the music and significance of Haydn, Mozart, and Beethoven. The class considers the major musical forms — the sonata, the symphony, the concerto, and opera — of the Classical composers. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

Not offered in 1959-60.]

## MUSIC

### 22-2. CONTEMPORARY MUSIC

[4 sem. hrs.]

Beginning with the late nineteenth century, the class discusses present-day European and American musical developments, with attention to the various political, social, and economic influences on the modern composer. Discussion of the individual styles of principal modern composers. Guided listening to recordings, study of orchestral scores, attendance at concerts, collateral readings, and individual projects.

MR. CLEAVES.

*Prerequisite:* consultation with the instructor.

### 23-2. INTRODUCTION TO OPERA

[4 sem. hrs.]

Discussion of the music and librettos of Mozart's *Magic Flute* and *Marriage of Figaro*, Gounod's *Faust*, Bizet's *Carmen*, Puccini's *La Bohème* and *Madam Butterfly*, Verdi's *Il Trovatore* and *Aida*, Wagner's *Tristan and Isolde*, Berg's *Wozzeck*, and Menotti's *The Saint of Bleeker Street* and *Amahl and the Night Visitors*. Guided listening to recordings, study of musical scores and librettos, attendance at concerts, collateral readings, and individual projects.

MR. CLEAVES.

### 24-1. THE ROMANTIC PERIOD

[4 sem. hrs.]

This course is devoted to an analysis and discussion of the principal musical forms — the symphony, the concerto, the solo song, pianoforte music, and opera — in the Romantic Period from Beethoven to Debussy, and includes such composers as Brahms, Tschaikovsky, Chopin, Schumann, and Berlioz. Guided listening to recordings, study of orchestral scores, attendance at concerts, and collateral readings.

MR. CLEAVES.

### [25-2. BACH AND BEETHOVEN

[4 sem. hrs.]

An intensive semester course analyzing and discussing the music written by J. S. Bach and Beethoven, stressing their contributions to music and influence in music history. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects. This course will be offered only if there is sufficient demand.

*Prerequisite:* consultation with the instructor.

Not offered in 1959-60.]

### 26-1. THE SYMPHONY FROM HAYDN TO STRAVINSKY

[4 sem. hrs.]

This course is devoted to an analysis and discussion of the development of the symphony as a musical form from Haydn, Mozart, and Beethoven through the nineteenth century to the twentieth century. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects. This course will be offered only if there is sufficient demand.

MR. CLEAVES.

### 27-2. THE CONCERTO

[4 sem. hrs.]

This course is devoted to an analysis and discussion of the development of the concerto as a musical form from 1600 through the eighteenth and nineteenth centuries to the twentieth century, and includes such composers as J.S. Bach, Mozart, Beethoven, Schumann, Mendelssohn, Brahms, Grieg, Tschaikovsky, Menotti, Honegger, Walton, Berg, and Stravinsky. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects. This course will be offered only if there is sufficient demand.

MR. CLEAVES.



## CONTEMPORARY SOCIETY, HISTORY

### 28-1. THE MUSIC OF BEETHOVEN

[4 sem. hrs.]

An intensive semester course analyzing and discussing Beethoven's symphonies, concertos, piano sonatas, the opera *Fidelio*, and the *Missa Solemnis*. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects. This course will be offered only if there is sufficient demand.

MR. CLEAVES.

## SOCIAL STUDIES

### CONTEMPORARY SOCIETY

#### 10-0. THE DEVELOPMENT OF CONTEMPORARY SOCIETY

[8 sem. hrs.]

An introductory course designed to provide an important part of the general education of the student, whichever field of concentration she may later choose. The class studies the development of western civilization in order to gain an appreciation of the role of modern institutions and a perspective with which to view the culture in which we live. Emphasis is on cultures and institutions, rather than history as such. Instruction is carried on in relatively small discussion groups and is supplemented by lectures, visual methods, and reading in original sources and pertinent literary works.

MR. TOLLEFSON, MR. KAHL, MR. HAWTHORNE, MR. HUNTER, MR. HALKO, MRS. MILBURN, MR. EDELSTEIN.

### HISTORY

#### 21-1, 22-2. HISTORY OF AMERICAN CIVILIZATION

[4 or 8 sem. hrs.]

*History 21* is the history of the development of the democratic spirit and of American political and social institutions from Colonial times to the Civil War.

*History 22* covers the development of American life since the Civil War and the reorientation of democracy from agrarian to urban problems as America comes of age as a society and as a world power.

Outside reading and class discussion supplement the lectures throughout the year.

MR. HALKO, MR. EDELSTEIN.

*Offered:* as a year course, or either half may be taken separately.

#### 23-2. UNITED STATES COLONIAL HISTORY

[4 sem. hrs.]

The European background of the migrations to America, the settlement of the thirteen colonies, their internal development and growth, the role they played in the British Empire, and the forces leading to the outbreak of the Revolution in 1776.

MR. HALKO.

#### 24-1. ENGLISH HISTORY

[4 sem. hrs.]

A history of England from 1485 to the present with emphasis on the nineteenth and twentieth centuries. The course attempts to introduce the student to the growth of individual freedom in England and the contributions of English institutions to contemporary civilization. Reading in historical sources and contemporary literature.

MR. KAHL.

#### 25-1. RENAISSANCE AND REFORMATION\*

[4 sem. hrs.]

A study of the social, economic, religious, and cultural development of Europe during the period 1300-1600. The Renaissance and Reformation are not treated as isolated phe-

*Offered in alternate years.*

## HISTORY

nomena but as a crucial stage in opening up the forces which were to shape modern society. The student becomes acquainted with the important political, philosophical, religious, and literary works of the period.

Not offered in 1959-60.]

### [26-2. SEVENTEENTH AND EIGHTEENTH CENTURY EUROPE\* [4 sem. hrs.]

A study of European society; its economic and social foundations, its moral values, and its intellectual climate from about 1600 through the French Revolution; special emphasis upon the maturity, decline, and demise of the old regime in France. Source readings and class discussions.

Not offered in 1959-60.]

### 27-1. NINETEENTH CENTURY EUROPE [4 sem. hrs.]

The political, economic, social, and cultural development of Europe between the peace settlements of Vienna and Versailles. Readings from the novels and on the political leaders of the period.

MR. HUNTER.

### 28-2. TWENTIETH CENTURY EUROPE [4 sem. hrs.]

This course appraises the efforts to reach a settlement after World War I, investigates the attempts of the several states to cope with the complexities of modern society, and examines the causes and aftermath of World War II. Parallel readings are offered to students interested in taking *Government 30* and *History 28* jointly.

MR. KAHL.

### 29-1. ANCIENT HISTORY\* [4 sem. hrs.]

This course considers primarily the Greek and Roman civilizations of antiquity from the points of view of their intrinsic importance and of their inheritance from their past, their relation to their contemporary civilizations, and their legacy to history. Corollary readings and discussions.

MR. HUNTER.

### 30-1. A HISTORY OF THE PACIFIC AREA\* [4 sem. hrs.]

A survey of the political and social problems of China, Japan, Indonesia, and the Philippines during the past century. Special emphasis is placed on the economic and political interests of Great Britain, Germany, Russia, and the United States in the Pacific Area and the reaction of the Far East to Western imperialism.

MR. KAHL.

### 31-1. AMERICAN FOREIGN POLICY [4 sem. hrs.]

Twentieth-century America in world politics, with special emphasis on current problems in American foreign relations.

MR. HAWTHORNE.

### 33-1. THE AMERICAN MIND [4 sem. hrs.]

A critical analysis of the development of American attitudes and ideas in the nineteenth and twentieth centuries; a seminar in American intellectual history. Extensive reading, a major critical paper, and an examination on the reading.

MR. HAWTHORNE.

*Prerequisite:* course work in American history or literature.

*Enrollment:* limited to twenty-five students.

\* Offered in alternate years.

35-2. MODERN RUSSIA

[4 sem. hrs.]

A study of the development of Russia's social, cultural, political, and economic institutions, with special emphasis on evidences of similarity and contrast between the Imperial and Soviet periods. Readings from Russian literature. Class discussions on contemporary Russia.

MR. HUNTER.

ECONOMICS

20-0. CONTEMPORARY ECONOMIC SOCIETY

[8 sem. hrs.]

A general introduction to the basic principles governing the operation of our economy. The course introduces the student to the primary laws of economics through a description of the operation of the price system under conditions of free competition, monopoly, and governmental regulation. Problems of money, prices, population, government finance, depressions, inflation, income distribution, and international trade are included. Lectures and discussion. Occasional reports.

MR. WELFLING and Members of the Department.

21-1. CONTEMPORARY ECONOMIC SOCIETY

[4 sem. hrs.]

A briefer survey of the field covered by *Economics 20*. Discussion and reports. For students not in the School of Social Science.

MR. WELFLING and Members of the Department.

31-0. BUSINESS AND SOCIAL MEASUREMENTS

[8 sem. hrs.]

This course introduces the concepts and methods of quantitative measurements useful in analyzing problems encountered in the social sciences and business. Included are the measurements of a firm's financial condition and the basic methods of statistical analysis: data collection and presentation, reliability of sampling, central tendency and dispersion, and correlation. This course is basic to advanced courses in economics and psychology. Lectures, discussion, and laboratory.

MR. NICHOLS, MR. JACKS.

BUSINESS STATISTICS, SEE *Business 54*.

[35-1. AMERICAN FINANCIAL INSTITUTIONS\*

[4 sem. hrs.]

This course includes financial problems of current and historical interest. A study of the nature of money and its creation by government and the banking system is followed by an examination of a few historically important financial controversies, such as those concerning the assumption of the Revolutionary debt, the Second Bank of the United States, and "free silver," in order to provide a background for other financial issues of current importance, which comprise the remainder of the course. Causes of and remedies for inflation, war finance, tax policies, local government finance, and the like comprise the latter topics. Discussion and reports.

*Prerequisite: Economics 20 or 21.*

Not offered in 1959-60.]

36-1. LABOR PROBLEMS

[4 sem. hrs.]

A survey of the history and present status of wage earners and of programs of improvement operating through public opinion, government, and the organized relations of workers

\* Offered in alternate years.

## ECONOMICS

and employers. Discussion and lectures by the instructor and by guest speakers representing labor, industry, and government.

MR. JACKS.

*Prerequisite: Economics 20 or 21.*

### 38-1. ECONOMICS OF CONSUMPTION

[4 sem. hrs.]

This course includes a study of the influences acting on the consumption of wealth. Treatment of the subject involves a consideration of the place of consumption in the economic system; an analysis of the forces that determine how, what, where, and why consumers buy; an investigation into the structure of the market in which consumers buy; and a critical study of the methods — legislative, coöperative, and otherwise — to improve the position of consumers. Discussion and reports.

MR. NICHOLS.

*Prerequisite: Economics 20 or 21.*

### 39-1. INTERNATIONAL TRADE\*

[4 sem. hrs.]

An explanation of the economic principles underlying foreign trade, showing why trade takes place between regions and countries and the mutual gains from such trade. A survey of commercial policy in the United States, relating tariff and other trade policies to their political background. How goods and services are paid for between nations; the effect of trade on prices and production. Current problems brought about by the depression of the 1930s, World War II, and international tensions since that time. Discussion and reports.

*Prerequisite: Economics 20 or 21.*

MR. WELFLING.

### 40-0. SEMINAR IN SOCIAL RESEARCH

[8 sem. hrs.]

The purpose of this seminar is to give its members an understanding of the process of social research by having them participate, as a group, in an investigation of a particular social problem within such general areas as housing, urban redevelopment, public health, and industrial relations. The specific subjects investigated vary from year to year with the interests of the seminar members and the changing social situation.

MR. JACKS.

### [41-2. INTERMEDIATE ECONOMIC THEORY\*

[4 sem. hrs.]

This course is concerned with developing a grasp of the main principles controlling the operation of the economy, and is designed to go beyond description of economic institutions into the area of analysis; beyond the question "How does the economy work?" to "Why does it work that way?" The theory of price is developed in different types of competitive situations and applied to products, wages, rents and other incomes, and to over-all problems of the price level and total output.

Not offered in 1959-60.]

### 42-1. INVESTMENTS\*

[4 sem. hrs.]

This course is closely related to *Economics 43, Corporation Finance*. It is a study of securities from the investor's point of view and includes securities issued by business enterprises of various types and by governmental units. The course covers investment programs, methods of evaluating individual securities, the markets for securities, and factors affecting the levels of security prices.

Not offered in 1959-60.]

\* Offered in alternate years.



43-2. CORPORATION FINANCE\* [4 sem. hrs.]

This course surveys the problems and policies of the modern corporation in the field of finance. It deals with the methods of attracting the original capital, determining the proper capitalization, types of securities and marketing them. It also deals with financing the current operations of the business enterprise, sources and uses of short-term credit, distribution of the corporate income, expansion, consolidation, and failure. Government control of corporate financing is included.

MR. NICHOLS.

SOCIOLOGY

20-1, 2. INTRODUCTION TO SOCIOLOGY [4 sem. hrs.]

The nature of social institutions; the comparability of all societies; the influence on social structure of cultural tradition (science, religion, ideology); some aspects of social change. Main emphasis on present-day United States.

MR. JOHNSON, MRS. THEODORE.

31-2. THE FAMILY [4 sem. hrs.]

The structural principles necessary in all kinship systems, with brief treatment of the most important ranges of variation. Readings on marriage and the family in various societies. Main emphasis on courtship, marriage, and the family in the United States; basic structural characteristics, trends of change, and "practical" problems insofar as sociology can illuminate them.

MRS. THEODORE.

32-1. ETHNIC-GROUP RELATIONS IN THE UNITED STATES [4 sem. hrs.]

Motivation of prejudice, discrimination, and reform analyzed in relation to important aspects of cultural tradition and social structure. Emphasis on trends and on important implications for the dominant group as well as for the minorities selected (Negroes, Mexicans, Chinese, Japanese, American Indians, Jews). Comparative reference to minority problems in certain other countries (South Africa, Brazil, Soviet Union, Germany). Selected reading from several books. Short term paper.

MR. JOHNSON.

33-1. ANTHROPOLOGY [4 sem. hrs.]

Detailed study of the social organization and process in three non-literate societies from different areas of the world.

MR. JOHNSON.

*Prerequisite: Sociology 20.*

40-1. INTRODUCTION TO THE FIELDS OF SOCIAL WORK [4 sem. hrs.]

The study of the fields of social work, their background, and present status and goals. A discussion group whose objective is to acquaint students with the social agencies and institutions, and the conditions and concepts from which they have emerged. Field trips to observe welfare work.

Open to third- and fourth-year students and to graduate students who are interested in social work and allied fields.

MR. RUTHERFORD, MISS KELLEY.

\* Offered in alternate years.

## GOVERNMENT

### GOVERNMENT

#### 21-1. UNITED STATES GOVERNMENT

[4 sem. hrs.]

An introductory course in the principles and institutions of national government in the United States.

MRS. MILBURN.

#### 22-2. STATE AND MUNICIPAL GOVERNMENT

[4 sem. hrs.]

The organization and functions of state and municipal governments in the United States with particular attention to the Commonwealth of Massachusetts and the City of Boston.

MRS. MILBURN.

#### 23-1. POLITICAL THEORY: ANCIENT\*

[4 sem. hrs.]

An examination of political philosophy through the study of the thought of Plato and Aristotle. Differences from present-day political thought and application to present day society are stressed.

MR. TOLLEFSON.

#### [24-1. POLITICAL THEORY: EARLY MODERN\*

[4 sem. hrs.]

An examination of political philosophy through the study of the thought of Hobbes, Locke, and Rousseau. Differences from present-day and ancient political thought and application to modern problems of society are stressed.

Not offered in 1959-60.]

#### 30-2. COMPARATIVE GOVERNMENT

[4 sem. hrs.]

A comparative study of the institutions and ideas of government in England, France, Soviet Russia, and Germany. Parallel readings are offered to students interested in taking *History 28* and *Government 30* jointly.

MR. TOLLEFSON.

#### 32-2. INTERNATIONAL RELATIONS\*

[4 sem. hrs.]

This course includes an examination of the following: the nation state as the unit of international relations; the elements which give substance to the foreign policy of the nation state, such as geography, economic development, population, ideology, nationalism, and the like; the limitations of international law, organization and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world, such as the East-West conflict, the Near East, South-East Asia, the Soviet Union and its satellites, Western European unity; and problems, such as disarmament, atomic energy, and east-west trade.

MR. TOLLEFSON.

#### [40-2. PUBLIC ADMINISTRATION\*

[4 sem. hrs.]

A study of the basic principles, practices, and problems of administrative organization and management in modern American governmental units. Personnel, purchasing, public relations, finance, and related fields are included.

Not offered in 1959-60.]

AMERICAN FOREIGN POLICY, *SEE History 31-1.*

\* Offered in alternate years.

# PHILOSOPHY, PSYCHOLOGY, AND EDUCATION

## PHILOSOPHY

### 20-1. INTRODUCTION TO PHILOSOPHY

[4 sem. hrs.

Lectures and discussions are primarily designed to provide a fairly precise logical understanding of some of the more persistent problems — metaphysical, epistemological, and ethical — of the Western tradition. At the same time, the attempt is made to relate the more important currents of thought to the development of the natural and the social sciences.

MR. ANDERSON.

### 21-1. INTRODUCTION TO SOCIAL ETHICS

[4 sem. hrs.

Important classical theories of moral obligation-idealism, voluntarism, rationalism, hedonism — are studied and criticized in terms of their capacity to clarify practical thinking within concrete situations of choice, both personal and social. The significance of theoretical differences between alternative conceptions of right action and the good society is illustrated by use of class discussion of selected problems that are of current interest.

MR. ANDERSON.

### 22-2. INTRODUCTION TO THE PHILOSOPHY OF RELIGION

[4 sem. hrs.

After an introductory study of some aspects of the religious life of primitive man, followed by a comparative consideration of some features of the major religions of the world, the course attempts to develop a general understanding of selected types of religious philosophy that are prominent in contemporary society.

MR. ANDERSON.

### 23-1. RECENT PHILOSOPHICAL TRENDS

[4 sem. hrs.

A comparative and critical study of some of the conflicting philosophical persuasions advanced by leading thinkers of the nineteenth and twentieth centuries. While strong emphasis is placed on the logical analysis of metaphysical, epistemological, and ethical questions, it is also a central aim of the course to relate the various theories in question — whether Idealism, Positivism, or Pragmatism — to the contemporary socio-cultural situation.

MR. ANDERSON.

*Prerequisite:* permission of the instructor. Previous completion of *Philosophy 20* or *21* is highly recommended.

### 24-2. LOGICAL THOUGHT AND SCIENTIFIC PROCEDURE

[4 sem. hrs.

An extended examination of the logical structure of deductive and inductive patterns of thought. While some time is devoted to preliminary work with elementary techniques of propositional and class logic, stress is also placed on questions more directly connected with the construction and verification of hypotheses, the clarification of language, the experimental use of definitions, the grounds of belief, scientific data, and the limitations of scientific theory.

MR. ANDERSON.

*Prerequisite:* permission of the instructor. Previous completion of *Philosophy 20* is highly recommended.

## PSYCHOLOGY

### 20-1, 2. INTRODUCTION TO PSYCHOLOGY

[4 sem. hrs.

The student becomes familiar with the methods of investigating problems in the field of human behavior. She studies the wide range of accumulated data on individual differences

## PSYCHOLOGY

in personality and intelligence and the use made of psychological data in personal, vocational, and social guidance.

MR. DEANE, MR. NEEDHAM, MR. DUNBAR, MISS ———.

### 30-1, 2. CHILD PSYCHOLOGY

[4 sem. hrs.]

This course aims to acquaint the student with a valid body of knowledge about children, and to develop skill in the application of this knowledge to problems of child care and guidance. The course also intends to develop the student's ability to evaluate critically current theories (and fads) of child behavior.

MR. DUNBAR.

*Prerequisite: Psychology 20.*

### 31-1, 2. THE PSYCHOLOGY OF ADJUSTMENT

[4 sem. hrs.]

This course is concerned with the factors which affect the development of personality leading to normal adjustment or to maladjustive and neurotic behavior. Emphasis is put on the process of learning as the basis both for normal and abnormal behavior patterns and for the relearning basic to psychotherapy.

MISS ———.

*Prerequisite: Psychology 20.*

### 33-2. THE PSYCHOLOGY OF ADOLESCENCE

[4 sem. hrs.]

This course has aims similar to those described for *Psychology 30*, but with adolescents as the object of study. *Psychology 33* should be of special value to students preparing for secondary school teaching or guidance, or for school or college personnel work.

MR. DUNBAR.

*Prerequisite: Psychology 20.*

### 40-2. SOCIAL PSYCHOLOGY

[4 sem. hrs.]

The study of attitudes, beliefs, and values as they are influenced by the individual's social affiliations; the psychological analysis of group organization, morale, and leadership; a survey of the belief systems of representative social groups; the dynamics of social action and interaction: propaganda, mass behavior, and social conflict.

Lectures, reading, discussion sections, and individual study projects.

MR. NEEDHAM.

*Prerequisite: Psychology 20 and Sociology 20 or Psychology 31.*

### 41-1. PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT

[4 sem. hrs.]

The nature, uses, and limitations of the fundamental varieties of psychological measurement, including some practice in test construction and administration.

MR. DEANE.

*Elective* for fourth-year students with the approval of the instructor.

*Prerequisite: Psychology 20, 31, and Economics 31.* Recommended: an additional elective in psychology.

*Enrollment:* limited to thirty students.

### 42-2. SEMINAR IN CLINICAL PSYCHOLOGY

[4 sem. hrs.]

The theoretical considerations of a dynamic approach to the study of human behavior are applied in this course through scoring and interpreting Thematic Apperception and Rorschach protocols. In conjunction with this, case histories illustrating the major symptom-syndromes are analyzed from a diagnostic and therapeutic viewpoint.



Each student is required to present interpretive material giving evidence of understanding of psychodiagnostic procedures and of fundamental psychotherapeutic principles.

MR. DEANE.

*Elective* for fourth-year students with the approval of the instructor.

*Prerequisite*: Psychology 31 and 41, plus an additional elective in psychology.

*Enrollment*: limited to fifteen students.

### A-1. ELEMENTS OF PSYCHOLOGY

A general survey of aims, methods, and findings of psychology with reference to the social bases of behavior, motivation, and the essentials of the learning process. Particular emphasis is placed on individual differences, personality development, and mental hygiene as related to nursing.

For students in program V in the School of Nursing.

MR. \_\_\_\_\_.

## EDUCATION

### 20-1, 2. HISTORICAL AND PHILOSOPHICAL BACKGROUNDS [4 sem. hrs. OF EDUCATION

A critical survey of the major historical developments and fundamental philosophical issues in education, considered in terms of their relevance to contemporary practices in education. The emphasis is on those historical backgrounds and those theoretical points of view which contribute to an understanding of how education has evolved to its present stage.

MR. ANDERSON, MR. HODGKINSON.

It is highly desirable that *Psychology 20* have been completed before *Education 20* is elected.

### 30-1. THE NATURE OF CLASSROOM TEACHING [4 sem. hrs.

An intensive study of the specific problems, procedures, and methods with which all secondary teachers must be concerned: presenting materials orally; developing, making, and correcting assignments; preparing and evaluating tests and examinations; guiding pupil progress; managing a classroom; and generally carrying on the major responsibilities of the classroom teacher. Students are expected to relate these procedures insofar as possible to their special subject-matter fields. Numerous specific assignments simulate the activities in which the student will be expected to engage as a teacher.

MR. HODGKINSON.

*Prerequisite*: Education 20 and Psychology 33.

*Enrollment*: limited.

### 32-2. CURRICULUM AND METHODS IN THE SECONDARY [3 sem. hrs. SCHOOL TEACHING OF ENGLISH

An examination of the actual instructional materials and the specific problems and procedures in the secondary school teaching of English. The techniques and methods considered in *Education 30* are here applied directly to the teaching of English, together with those matters that are unique to the field of English. Students gain experience in constructing lesson plans and units, and investigate the problems of teaching English at various grade levels, in the various curriculum divisions, and to students of varying abilities.

MR. GREENE and others.

*Enrollment*: limited to students following the specialization in the Secondary School Teaching of English in the School of Education.

## EDUCATION

### 33-2. CURRICULUM AND METHODS IN THE SECONDARY SCHOOL TEACHING OF MODERN LANGUAGE [3 sem. hrs.]

An examination of the actual instructional materials and the specific problems and procedures in the secondary school teaching of modern language. The techniques and methods considered in *Education 30* are here applied directly to the teaching of modern language, together with those matters that are unique to the field of modern language. Students gain experience in constructing lesson plans and units, and investigate the problems of teaching modern language at various grade levels, in the various curriculum divisions, and to students of varying abilities.

MR. ETHIER.

*Enrollment:* limited to students following the specialization in the Secondary School Teaching of Modern Language in the School of Education.

### 34-2. CURRICULUM AND METHODS IN THE SECONDARY SCHOOL TEACHING OF HISTORY AND SOCIAL STUDIES [3 sem. hrs.]

An examination of the actual instructional materials and the specific problems and procedures in the secondary school teaching of history and social studies. The techniques and methods considered in *Education 30* are here applied directly to the teaching of history and social studies, together with those matters that are unique to the field of history and social studies. Students gain experience in constructing lesson plans and units, and investigate the problems of teaching history and social studies at various grade levels, in the various curriculum divisions, and to students of varying abilities.

MISS MCINTYRE, MISS MURRAY.

*Enrollment:* limited to students following the specialization in the Secondary School Teaching of History and Social Studies in the School of Education.

### 35-2. CURRICULUM AND METHODS IN THE SECONDARY SCHOOL TEACHING OF SCIENCE AND MATHEMATICS [3 sem. hrs.]

An examination of the actual instructional materials and the specific problems and procedures in the secondary school teaching of science and mathematics. The techniques and methods considered in *Education 30* are here applied directly to the teaching of science and mathematics, together with those matters that are unique to these fields. Students gain experience in constructing lesson plans and units, and investigate the problems of teaching science and mathematics at various grade levels, in the various curriculum divisions, and to students of varying abilities.

MR. BELANGER.

*Enrollment:* limited to students following the specialization in the Secondary School Teaching of Science and Mathematics in the School of Education.

### 39-2. SEMINAR IN TEACHING METHODS [1 sem. hr.]

Problems specific to the teaching of the several subject-matter fields are presented and analyzed in terms of the basic principles they involve. Demonstration teaching by students in their respective subject-matter fields is followed by seminar critiques. Problems of particular importance to the beginning teacher are discussed.

MRS. RANDELL.

*Enrollment:* limited.

### 40-1. STUDENT TEACHING [6 sem. hrs.]

Each student assumes full responsibility, under supervision, for the teaching of not less than one high school class in her subject-matter field for the entire semester. In addition to

the practice teaching, a seminar is conducted for two hours each week, in which problems met by individual student teachers are considered in light of the experience of other students, with commentary by the instructor.

MR. HODGKINSON, MRS. RANDELL.

*Enrollment:* limited to seniors in the School of Education.

#### 45-2. SCHOOL AND TEACHER IN AMERICAN SOCIETY

[2 sem. hrs.]

A retrospective summary of the student's theoretical and practical background for teaching. A final review of the methods and problems in teaching is related to the larger responsibility of the teacher, to the role of the teacher in the American school, and to the place of the school in American society. Discussion of the professional status of the teacher and of the social forces which influence schools and school policy is related to the basic issues in education.

MR. HODGKINSON, MRS. RANDELL.

*Prerequisite:* Education 40 or equivalent student teaching.

#### 50-2. THE SOCIOLOGY OF EDUCATION

[4 sem. hrs.]

A study of the theories and research dealing with stratification, social mobility, role, power structure, and influence. Conclusions from this material are related to some of the more practical aspects of public education, in the hope of producing a more realistic awareness of the discrepancy between educational ideals and educational practices.

MR. HODGKINSON.

*Note:* this course is offered as an academic elective and will not meet state teaching certification requirements.

BUSINESS EDUCATION, *SEE* BUSINESS.

HOME ECONOMICS EDUCATION, *SEE* HOME ECONOMICS.

NURSING EDUCATION, *SEE* NURSING.

## SCIENCE

#### 11-0. LIFE SCIENCE

[8 sem. hrs.]

Topics include: the generalizations of biology; certain aspects of biology which have a direct bearing on human welfare; a brief introduction to the variety of living things, their inter-relatedness, their importance in the evolutionary and biological schemes, and their economic importance to man. These are presented by lectures and discussion with a minimum of technical detail.

A terminal course for students who will *not* elect further courses in biology.

Students enrolled in or intending to enroll in the Schools of Home Economics, Nursing, or Science, or in the medical secretarial or medical record administration programs should elect *Biology 10*.

MR. NIXON.

#### 12-1. PHYSICAL SCIENCE I

[4 sem. hrs.]

For the majority group who do not expect to become professional scientists, but will find their future work and environment affected more and more by physical science. This course explains how the scientist thinks, what his methods are, gives his underlying philos-

## BIOLOGY

ophy, and some of his achievements. The material is drawn from the fields of physics, chemistry, astronomy, geology, and meteorology. Prerequisites are a lively curiosity and a willingness to apply scientific logic.

Freshmen electing this course will follow it with 13-2.

MR. \_\_\_\_\_.

### 13-2. PHYSICAL SCIENCE II

[4 sem. hrs.]

A continuation of Physical Science I.

MR. \_\_\_\_\_.

*Prerequisite:* For freshmen, *Science 12*.

## BIOLOGY

### 10-0. GENERAL BIOLOGY

[8 sem. hrs.]

A broad introductory course designed to develop an appreciation of the structure, functions, general biological laws, and theories about living organisms. Biological principles of importance to the individual and society are emphasized. Topics covered include the history of biology; the cell doctrine; the relationships of organisms to one another and to their environment; a survey of classification, structure, and physiology of plants and animals; and the principles of embryology, heredity, and evolution. Laboratory study of both plants and animals illustrates the application of many biological principles.

This course is open to and recommended for all students wishing to obtain a background of biological knowledge and fulfills the requirements for further courses in biology.

MR. SOLINGER, MISS CORLISS, MRS. MANGANARO, MISS SNYDER.

### 12-1. GENERAL BIOLOGY

[4 sem. hrs.]

The topics covered in this brief elementary course include a survey of the major plant and animal groups; plant structure and physiology; a more detailed consideration of animal physiology; and discussions of the basic principles of significance to an understanding of biology.

For certain students in the Schools of Nursing (IV), Business, and Home Economics with permission of the Director.

Not open to first-year students.

MR. NIXON.

### 20-2. ELEMENTARY PHYSIOLOGY

[4 sem. hrs.]

An elementary study of the basic principles of physiology, with emphasis on nutrition.

MR. NIXON.

*Prerequisite:* *Biology 10 or 12*.

### 21-2. MICROBIOLOGY

[4 sem. hrs.]

A survey of the nature and types of microorganisms, the methods of effective microbial control, and theoretical and practical immunology. The microorganisms causing important human diseases are studied in detail.

MRS. COOMBS, MISS WHITESIDE.

*Prerequisite:* *Biology 10* and at least one semester of college chemistry.

### 22-1. HUMAN ANATOMY

[4 sem. hrs.]

The principles of structure of the human body, both gross and microscopic, together with an elementary presentation of human embryology, are discussed by lectures and



recitations. The laboratory work includes the dissection of the cat as a typical mammal, with emphasis on comparisons to human structure.

MR. SHEPRO.

*Prerequisite: Biology 10.*

### 23-0. VERTEBRATE MORPHOLOGY

[8 sem. hrs.]

This course presents the essential features of the many phases of morphology encountered in the usual courses of comparative anatomy, histology, and embryology. It is offered as an integrated unit to give the biology major a more thorough grasp of functional vertebrate anatomy. Emphasis is placed on the gross, micro, and developmental anatomy of representatives from each vertebrate class together with the evolutionary history of the vertebrates.

MR. SHEPRO.

*Prerequisite: Biology 10.*

### 31-2. GENERAL PHYSIOLOGY

[4 sem. hrs.]

This course presents a broad picture of vital functions, and considers the nature and present status of the basic problems and methods of physiology. It emphasizes the principles of physiology common to most organisms and the general phenomena of life which have been successfully analyzed in physicochemical terms.

For students in the School of Science.

MR. SOLINGER.

*Prerequisite: Biology 10 and Chemistry 11 or 12.*

### 32-1. BASIC BACTERIOLOGY

[4 sem. hrs.]

The fundamentals of bacterial cytology, morphology, classification, and physiology are stressed in this course. The laboratory work is devoted to the development of the essential techniques of microscopic examination and bacterial culture as they are utilized in the study of crude and pure cultures, and in problems of bacterial identification, sanitation, testing of disinfectants and antibiotics.

For students in the School of Science, and graduate nurses recommended by the Director of the School of Nursing.

MISS WHITESIDE.

*Prerequisite: Biology 10 and at least one year of college chemistry.*

### 34-2. HUMAN PHYSIOLOGY

[4 sem. hrs.]

The fundamental facts of physiology, its principles and modes of reasoning, together with certain clinical applications, are studied in this course. Properties of the human body are considered in detail. The laboratory supplements the lectures and includes individual work on contractile and nerve tissues, circulation, respiration, and sense organs.

For students in the School of Nursing and in physical therapy.

MR. RICHARDSON, MRS. MANGANARO.

*Prerequisite: Biology 22 and at least one year of college chemistry.*

### 35-2. COMMUNICABLE DISEASES: PREVENTION AND CONTROL [4 sem. hrs.]

A comprehensive study of communicable disease, including causes, epidemiology, characteristics, and methods of control. Chronic infections and those diseases of importance in other areas of the world, as well as those commonly epidemic in this country, are discussed.

For students in the School of Nursing.

MRS. COOMBS.

*Prerequisite: Biology 21 or 32.*

## BIOLOGY

### 41-0. BIOCHEMISTRY

[8 sem. hrs.

This course considers the chemical processes that take place not only in animals, but also in plants and microorganisms. The composition of protoplasm and the intricate biochemical reactions by which it is formed, broken down, and enabled to function, are studied. The principles of physical and organic chemistry upon which biochemistry as such is based, are discussed in detail. Topics covered include proteins, enzymes, biological oxidation, the intermediate and general aspects of metabolism. The laboratory is used to study principles discussed in lectures, and the application of modern instrumental analysis in biochemical procedures.

MR. RICHARDSON, MISS CORLISS.

*Prerequisite: Biology 31 and Chemistry 31.*

### 42-2. HEMATOLOGY AND TISSUE TECHNIQUES

[4 sem. hrs.

The first half of this course is devoted to a study of blood morphology and to various blood tests of value in physiological research. The second half teaches the fundamental techniques used in the preparation of tissue and embryological slides. Each student is required to do a special problem to acquaint the class with certain specialized methods; e.g. in vivo staining, maceration, and special agents. Primarily a laboratory course, with supplementary lectures on the principles and chemistry of staining.

MISS THOMAS, MR. SHEPRO.

*Prerequisite: Biology 23 or 22.*

### 43-2. COMMUNITY HEALTH PROBLEMS

[4 sem. hrs.

A study of community organization for the promotion of health at the state, city, and rural levels. Basic philosophy, principles of organization, and the integration of private and tax-supported agencies for community welfare are discussed. The relationship of environment to health is considered in detail. Selected field problems are a part of the course.

For students in the School of Nursing and in physical therapy.

DR. STERNFELD.

### 45-0. PATHOGENIC BACTERIOLOGY, VIROLOGY, AND IMMUNOLOGY

[8 sem. hrs.

The principles and methods of isolating and identifying pathogenic bacteria and viruses, and the immunologic tests that aid in the diagnosis of human disease are studied. The nature of viruses is presented by lectures, discussions, and performance of the less complicated virological techniques in the laboratory. Emphasis is on the diagnosis of the communicable diseases most important in public health. The principles and methods of communicable disease control are included.

For seniors in the School of Science and others by special permission of the Chairman of the Department.

DR. MACCREADY, MRS. DANIELS.

*Prerequisite: Biology 21 or 32, or the equivalent.*

### 46-2. MAN: HIS HEREDITY AND EVOLUTION

[4 sem. hrs.

The laws of heredity, their application to human inheritance, and the history, science, and philosophy of evolution, with emphasis on the evolution of man.

MR. NIXON, MR. SHEPRO.

*Prerequisite: Biology 10 or the equivalent.*

## CHEMISTRY

### 47-1. PARASITOLOGY AND MYCOLOGY

[4 sem. hrs.]

This course considers two areas: (1) the study of animal parasites — the pathogenic protozoa, the helminths, and the arthropods that cause or carry disease; (2) the morphology, classification, and physiology of the fungi.

MISS WHITESIDE.

*Prerequisite:* Biology 32.

### 49-1. APPLIED PHYSIOLOGY

[4 sem. hrs.]

An advanced course designed especially for physical therapy students and presupposing a general knowledge of human physiology. The course consists of two hours of lecture and two three-hour laboratory periods per week and emphasizes those portions of physiology most closely allied to physical therapy; such as peripheral circulation, peripheral nerve and muscle physiology, local and general responses to temperature, radiation, and exercises. The laboratory work consists of experimental procedures and demonstrations illustrating the physiological responses to physical agents and their measurement.

MR. RICHARDSON, MRS. MANGANARO.

*Prerequisite:* Biology 34 or its equivalent.

## SEMINAR IN BIOLOGY

A weekly meeting with the staff to discuss topics of current interest in biology. Required of all third- and fourth-year students specializing in biology.

### A-1. ANATOMY AND PHYSIOLOGY

The fundamental structure and functions of the human body are studied in this course. Though dissection is confined to the cat, laboratory materials include human skeletons, life-sized manikins, anatomical models, and preserved specimens.

For students in program V in the School of Nursing.

MISS SNYDER.

### B-1. BACTERIOLOGY

The fundamentals of bacteriology are studied as a basis of the many nursing techniques. The importance of water and milk and their relation to sanitary problems are investigated. The cause, prevention, and control of the infectious diseases are studied in detail.

For students in program V in the School of Nursing.

MRS. COOMBS.

## CHEMISTRY

### 10-0. GENERAL CHEMISTRY

[8 sem. hrs.]

For those who intend to complete their formal study of chemistry in one year. Since both inorganic and organic materials are considered, as well as the fundamental principles upon which the science is based, this course should be chosen by those who wish to study chemistry as a part of a cultural background to professional studies in other areas.

MRS. BRAUNER, MRS. PERKINS, MRS. GROSS, MRS. PRATT.

### 11-0. INORGANIC CHEMISTRY

[8 sem. hrs.]

This course or *Chemistry 12* is prerequisite to all the more advanced courses in chemistry. It includes a study of the more important elements and their compounds and of the theories of the structure of matter and the changes it undergoes. For students who intend to continue the study of chemistry.

MR. NEAL, MISS GRANARA, MRS. PRATT.



## CHEMISTRY

### 12-0. INORGANIC CHEMISTRY [8 sem. hrs.]

For students who have successfully completed a year of chemistry in secondary school and who intend to take more advanced courses in chemistry. This course is devoted to a study of the modern theories which explain and correlate the descriptive facts of chemistry.

MR. TIMM, MRS. GROSS, MRS. PRATT.

### 13-2. QUALITATIVE ANALYSIS [4 sem. hrs.]

Qualitative analysis is concerned with the methods by which mixtures of inorganic materials are separated and their components identified. In the laboratory the student uses semimicro methods which permit the analysis of rather small amounts of materials. In the classroom the emphasis is on the theories upon which analytical separations are based.

MR. NEAL.

*Prerequisite:* one year of college chemistry.

### 20-1. ORGANIC CHEMISTRY [4 sem. hrs.]

This course serves as an introduction to the study of organic chemistry for students in the School of Home Economics. It emphasizes those reactions of organic compounds which are of particular interest to these students. The laboratory experiments follow closely the lecture and class work. They are of a descriptive nature and do not include organic preparations required in the training of students majoring in science.

MRS. GROSS.

*Prerequisite:* Chemistry 11 or 12.

### 21-2. BIOCHEMISTRY [4 sem. hrs.]

The principal classes of organic compounds which make up the structure of living organisms are the carbohydrates, the proteins, and the lipids. These substances also make up the greater part of the food of animals. This course gives the opportunity to study the structure of these materials and the ways in which they are assimilated by animals from their food by digestion through intermediary metabolism to excretion.

It provides the fundamental background for future courses in nutrition and dietetics in the programs of students in the School of Home Economics and also for those students specializing in chemistry who plan to enter fields related to biochemistry. A course in physiology studied previously or in coördination is desirable.

MRS. GROSS.

*Prerequisite:* Chemistry 20 or 31.

### 22-1. QUANTITATIVE ANALYSIS [4 sem. hrs.]

This course presents the facts, theories, and laboratory procedures which are used to determine the amounts of the component elements present in various materials. It includes a study of acids and bases, of oxidizing and reducing agents, of indicators, ionization, and electrolysis, and all types of analytical problems. The laboratory work introduces the student to volumetric analysis using standard solutions of acids and bases, permanganate, iodine, and silver; to gravimetric determinations of silver and halides; to electrolytical analysis of copper; and to the determination of hydrogen-ion concentration by the use of indicators and of standard electrodes.

The course is a brief introduction to the subject, adequate in certain programs, but most students should continue with Chemistry 23 to complete the usual year course.

MR. BLISS.

*Prerequisite:* Chemistry 11 or 12.



## 23-2. ADVANCED QUANTITATIVE ANALYSIS

[4 sem. hrs.]

A continuation of *Chemistry 22*. The class study takes up the theories of precipitation and of oxidation-reduction, methods of decomposing minerals and alloys and of separating their components, gas analysis, and some optical and electrical instruments used in analytical work. The illustrative laboratory work includes determination of barium and sulfate, the complete analysis of dolomite limestone, the titration of iron by dichromate, the determination of nitrogen by the Kjeldahl method, the analysis of city gas, and the use of several modern instruments.

MR. BLISS.

*Prerequisite: Chemistry 22.*

## 24-1. QUANTITATIVE FOOD ANALYSIS

[4 sem. hrs.]

The work of this course involves the application of gravimetric, volumetric, and instrument procedures to determine the composition of foods and the detection of adulterants and preservatives. The laboratory work deals with sugars and starches, milk, fats, protein, alcohols, food colors, preservatives, adulterants, and vitamins.

The course is of particular value to students interested in food chemistry, nutrition, and dietetics. It does not duplicate the work given in *Chemistry 23*.

MR. BLISS.

*Prerequisite: Chemistry 22 and 20, or 31.*

## 31-0. ORGANIC CHEMISTRY

[8 sem. hrs.\*]

A general course designed for those who are taking their major work in science, but open to students in other fields. It emphasizes the fundamental reactions of aliphatic and aromatic compounds. Assigned problems in the synthesis and identification of organic compounds give practice in the application of the principles under study. The laboratory gives practice in the elementary techniques of organic chemistry and in the synthesis of representative compounds.

MISS GRANARA.

*Prerequisite: Chemistry 11 or 12.*

## 40-0. PHYSICAL CHEMISTRY LABORATORY AND INSTRUMENTATION

[4 sem. hrs.]

The formal laboratory work illustrates the application of the theories discussed in *Chemistry 41* and develops the techniques used in the physical chemistry laboratories. In addition the theory and operation of the various instruments used in analytical chemistry and in research are given.

MRS. BRAUNER, MISS BRIGHAM.

*Prerequisite: Chemistry 41 (completed or taken at the same time).*

## 41-0. PHYSICAL CHEMISTRY

[8 sem. hrs.]

A study of the modern theories of the structure of matter, of the changes which it undergoes, and of the energy relationships involved. These theories correlate the descriptive facts of both inorganic and organic chemistry and constitute one of the most potent means which the chemist uses in the solution of his problems.

MR. TIMM.

*Prerequisite: Chemistry 22, 20 or 31, and Mathematics 21 and 22.*

\* Class, 6 semester hours; laboratory, 2 semester hours.

## MATHEMATICS

### 42-0. ADVANCED ORGANIC CHEMISTRY

[8 sem. hrs.]

A survey of modern theories of molecular structure with special reference to the relationship of structure to physical properties and reactivity of organic compounds. A survey of the mechanism of organic reactions. Stereochemistry, conformational analysis, and other topics are included. The laboratory work consists of qualitative methods of analysis of organic compounds in the first semester and advanced synthetic methods in the second semester.

MRS. PERKINS.

*Prerequisite: Chemistry 31.*

### 43-0. ADVANCED ORGANIC CHEMISTRY

[4 sem. hrs.]

This course consists of the class work of *Chemistry 42* without the laboratory work.

MRS. PERKINS.

*Prerequisite: Chemistry 31.*

### 50-0. UNDERGRADUATE RESEARCH PROJECT

[Credit to be arranged.]

This course is open only to fourth-year students specializing in chemistry. During the first semester a modest research problem is selected and a preliminary search of the scientific literature is made before the actual laboratory research is begun. During the second semester the laboratory work required for the solution of the problem is carried out.

Members of the Staff.

*Prerequisite:* Consent of the Chairman of the Department.

## SEMINAR IN CHEMISTRY

Required of all third- and fourth-year students specializing in chemistry. During the first semester elementary quantum theory and nucleonics are discussed in alternate years. In the second semester special topics in organic chemistry are presented by fourth-year students. Insofar as possible talks are given once a month by scientists from industry or other institutions.

Members of the Staff.

### A-1. CHEMISTRY

For students in program V in the School of Nursing. This course provides the background in chemistry needed for a better understanding of nursing procedures in general and of the functions of the human body in particular.

MR. NEAL.

## MATHEMATICS

### 11-1. ELEMENTARY ANALYSIS

[4 sem. hrs.]

A general course in mathematics of interest to students who wish to prepare themselves for elementary courses in the sciences, or other quantitative work, or to continue the subject beyond the secondary school level. The course includes topics selected from college algebra and plane trigonometry. It is generally to be followed by *Mathematics 14*. Topics from secondary school algebra are reviewed as needed.

MISS HALL.

*Prerequisite:* two years of high school algebra and one year of plane geometry, or the approval of the Department.

## MATHEMATICS

### 13-1. COLLEGE ALGEBRA AND TRIGONOMETRY

[4 sem. hrs.]

This course includes work with exponents, equations, logarithms, binomial theorem, variation, progressions, complex numbers; trigonometric functions, identities, conditional equations, and solutions of triangles.

MISS HALL.

*Prerequisite:* two years of high school algebra and one year of plane geometry and the approval of the Department.

### 14-2. ANALYTIC GEOMETRY

[4 sem. hrs.]

An intensive study of plane analytic geometry, a subject in which algebraic and geometric methods are combined to produce a mathematical tool more powerful than either used alone. For those students who do not intend to continue their study of mathematics.

MISS HALL.

*Prerequisite:* *Mathematics 11* or *13*, or the approval of the Department.

### 15-1. COLLEGE MATHEMATICS

[4 sem. hrs.]

For students who have a superior background in mathematics. Advanced topics from college algebra and other selected material. This course is to be followed by *Mathematics 23*.

MISS WALTER.

*Prerequisite:* minimum of three and one-half years of high school mathematics, including one semester of trigonometry, and approval of the Department.

### 21-1. DIFFERENTIAL AND INTEGRAL CALCULUS I\*

[4 sem. hrs.]

An introduction to the processes of differentiation and integration and to their use in the solution of problems involving curve-tracing, maxima, minima, rates, velocities, and the computation of areas.

MISS WALTER.

*Prerequisite:* *Mathematics 14*, or *15*, or the approval of the Department.

### 22-2. DIFFERENTIAL AND INTEGRAL CALCULUS II\*

[4 sem. hrs.]

A continuation of *Mathematics 21*. It includes the computation of volumes and lengths of curves, and a study of the properties of infinite series. A working knowledge of the calculus is essential to students of chemistry and physics and is becoming increasingly important in other fields.

MISS WALTER.

*Prerequisite:* *Mathematics 21*.

### 23-2. ANALYTIC GEOMETRY AND CALCULUS I

[4 sem. hrs.]

Topics covered include basic concepts of analytic geometry as well as conic sections and curve sketching. Elements of differential and integral calculus, solution of problems involving maxima, minima, and areas are also included.

MISS WALTER.

*Prerequisite:* *Mathematics 13* or *15* or approval of the Department.

### [24-1. ANALYTIC GEOMETRY AND CALCULUS II

[4 sem. hrs.]

Continuation of *Mathematics 23*. Calculus of algebraic, logarithmic, exponential, and trigonometric functions is included.

*Prerequisite:* *Mathematics 23* or approval of the Department.

Not offered in 1959-60.]

\* After 1959-60, this material will be covered by *Mathematics 23, 24, and 25*.

## MATHEMATICS

- [25-2. ANALYTIC GEOMETRY AND CALCULUS III [4 sem. hrs.  
Topics in solid analytic geometry. Infinite series, partial derivatives, multiple integration.

*Prerequisite: Mathematics 24* or approval of the Department.  
Not offered in 1959-60.]

- 30-1. DIFFERENTIAL EQUATIONS [4 sem. hrs.  
This course develops the methods of integration necessary for solving elementary differential equations. The solution of problems in mathematics and science which lead to such equations is also included.

MISS ———.

*Prerequisite: Mathematics 22* or 25.

- [31-1. ADVANCED CALCULUS I [4 sem. hrs.  
Critical discussion of concepts of the calculus. Solution of mathematical problems involving more than two variables, and selected other topics.

*Prerequisite: Mathematics 22* or 25.  
Not offered in 1959-60.]

- 32-1. ADVANCED CALCULUS II [4 sem. hrs.  
A continuation of *Mathematics 31*.

MISS WALTER.

*Prerequisite: Mathematics 31*.

- [35-1. NUMERICAL METHODS I\* [4 sem. hrs.  
Selected topics from the following: numerical methods for obtaining useful solutions, measures of degrees of approximations, finite differences, open and closed type formulas, Runge Kutta method, boundary value problems, polynomial approximations; numerical methods of approximating solutions of partial differential equations, and others.

*Prerequisite: Mathematics 22* or 25.  
Not offered in 1959-60.]

- [36-2. NUMERICAL METHODS II\* [4 sem. hrs.  
A continuation of *Mathematics 35*.

*Prerequisite: Mathematics 35*.  
Not offered in 1959-60.]

- [41-2. STATISTICS\* [4 sem. hrs.  
Frequency distributions and measures of central tendency for the normal and t-distributions; regression and correlation, confidence limits, elements of probability, and significance tests.

*Prerequisite: Mathematics 22*.  
Not offered in 1959-60.]

- 42-2. MATRICES AND DETERMINANTS\* [4 sem. hrs.  
Determinants, matrices, and selected topics from the Theory of Equations and Linear Algebra.

MISS WALTER.

*Prerequisite: Mathematics 22* or 25.

\* Offered in alternate years.



## PHYSICS

### 43-1. APPLIED MATHEMATICS I\*

[4 sem. hrs.]

Selected topics from infinite series; mathematical representation of periodic phenomena; Fourier series and integrals; La Place transforms; gamma, beta, and error functions; Bessel functions; vector analysis; and others.

MISS BRIGHAM.

*Prerequisite: Mathematics 22.*

### 44-2. APPLIED MATHEMATICS II\*

[4 sem. hrs.]

A continuation of *Mathematics 43*.

MISS BRIGHAM.

*Prerequisite: Mathematics 43.*

### [45-2. SELECTED TOPICS IN ADVANCED MATHEMATICS

[4 sem. hrs.]

The content of this course may be varied from year to year and is determined in part by the needs and interests of the students.

*Prerequisite: Mathematics 22 and permission of the Department.*

Not offered in 1959-60.]

## SEMINAR IN MATHEMATICS

Selected topics in mathematics. Required of all third- and fourth-year students specializing in mathematics.

Members of the Staff.

## PHYSICS

### 10-0. ELEMENTARY PHYSICS

[8 sem. hrs.]

A beginning course in the fundamentals of physics. Four periods for demonstration lectures and discussion of problems and one two-hour laboratory period a week.

The course is particularly intended for physical therapy and nursing students. It is open to any student who desires a general course in physics, but who does not plan to take subsequent courses in the subject. A knowledge of high school algebra and geometry is assumed.

Students in the School of Nursing carry the first semester for four semester hours of credit.

MISS ———.

### 11-0. GENERAL PHYSICS

[8 sem. hrs.]

For those whose major interest is in physics, chemistry, or biology. Demonstration lectures, class discussions, and laboratory work present the fundamental principles of mechanics, heat, sound, electricity, and optics. In the laboratory the instructor places considerable emphasis on the technique and precision of measurements and on the graphical interpretation of results.

MISS BRIGHAM.

*Prerequisite: Mathematics 13 or 15 (completed or taken at the same time).*

### 21-1. ELECTRICITY AND MAGNETISM

[4 sem. hrs.]

Electrostatics, electromagnetism, direct and alternating currents, with applications.

MISS ———.

*Prerequisite: Physics 11 and Mathematics 21 (completed or taken at the same time).*

\* Offered in alternate years.

## PHYSICS

### 22-1. OPTICS\*

[4 sem. hrs.]

Geometrical and physical optics including thin and thick lenses, reflection, refraction, interference, and polarization, with applications.

*Prerequisite: Physics 11 and Mathematics 21 and 22.*

MISS ———.

### 31-2. ELECTRONICS

[4 sem. hrs.]

Thermionic emission, electron tubes, and various types of electronic circuits. The laboratory work enables the student to become acquainted with the methods of wiring and testing electronic equipment.

MISS ———.

*Prerequisite: Physics 21.*

### 32-2. SPECTROSCOPY\*

[4 sem. hrs.]

Atomic and molecular spectra; photographic methods of recording spectra; and analysis of certain types of spectra.

MISS ———.

*Prerequisite: Physics 22.*

### [34-1. MODERN PHYSICS\*

[4 sem. hrs.]

The developments in physics of the last fifty years with particular emphasis on the latter part of this period. Included are atomic theory, atomic spectra, and a brief introduction to quantum mechanics and relativity theory.

*Prerequisite: Physics 11 and Mathematics 21 and 22 (completed or taken at the same time).*

Not offered in 1959-60.]

### 36-1, 2. ADVANCED LABORATORY PRACTICE

[1, 2, or 4 sem. hrs.]

The work in this course is arranged to meet the needs of the individual student. Topics are assigned in the fields of electronics, spectroscopy, nuclear physics, and others.

The hours and credits are specifically determined for each student. May be elected in the fourth year.

Members of the Department.

*Prerequisite: Physics 21 and 31 or Physics 22 and 32.*

### [40-0. THEORETICAL PHYSICS\*

[8 sem. hrs.]

A mathematical discussion of classical physics. This course is basic for advanced work in physics.

*Prerequisite: Physics 11 and Mathematics 30 (completed or taken at the same time).*

Not offered in 1959-60.]

### [41-2. NUCLEAR PHYSICS\*

[4 sem. hrs.]

Constituent parts of nuclei of atoms; binding energies; stability limits; magnetic moments of nuclei; radiation from nuclei; nuclear reactions, fission, nuclear theory.

*Prerequisite: Physics 11, Mathematics 30 and 31 (completed or taken at the same time).*

Not offered in 1959-60.]

\* Offered in alternate years.

## PHYSICAL THERAPY

### 45-2. THERMODYNAMICS\*

[4 sem. hrs.]

The fundamental relationships between heat and work and of the changes in internal energy, enthalpy, entropy, work content, and free energy that accompany changes in systems.

MISS \_\_\_\_\_.

*Prerequisite:* Physics 11, Chemistry 11 or 12, and Mathematics 21 and 22.

### SEMINAR IN PHYSICS

Current topics in physics. Required of third- and fourth-year students specializing in physics.

Members of the Staff.

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The following courses are open to graduate students only, except with special permission of the Director of the School.

103-0. QUANTUM MECHANICS† [8 sem. hrs.]

104-0. ADVANCED ELECTRONICS† [8 sem. hrs.]

105-0. RESEARCH [8-16 sem. hrs.]

107-0. PHYSICS OF THE SOLID STATE† [8 sem. hrs.]

## PHYSICAL THERAPY

### PHYSICAL THERAPY LECTURES

An introductory survey of the field of physical therapy held during the second semester. Required for third-year students in the physical therapy program.

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Classes in physical therapy are held at the Children's Medical Center, and at the Massachusetts General and Peter Bent Brigham Hospitals, and are not open to students in other programs of the College.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3, respectively, following the dashes, to correspond to the semesters in which the courses are given. (The third semester begins in the summer and continues until the end of the program.) For example, 12 following the dash indicates a course extending through the first and second semesters.

30-12. ADVANCED HUMAN ANATOMY [12 sem. hrs.]

An advanced course for physical therapy students in which the laboratory dissection of anatomical material is combined with a series of lectures to correlate the anatomy of the skeletal and neuromuscular systems with the functional considerations. A complete dissection in the laboratory by the students under the supervision of an instructor enables them to learn the structure of the entire human body. 210 hours.

DR. TROTT and assistants.

\* Offered in alternate years.

† Students may register for either half for four semester hours of credit.

## PHYSICAL THERAPY

### 32-2. PSYCHOLOGY OF THE HANDICAPPED [1 sem. hrs.]

Psychology as applied to individual differences, development, growth, and adjustment. Introduction to psychodynamic mechanisms with special reference to disease and trauma. 15 hours.

Members of the Department of Psychiatry, Massachusetts General Hospital.

### 33-23. ORTHOPEDIC AND GENERAL SURGERY [4 sem. hrs.]

Lectures are given by the Orthopedic and General Surgery staffs of the Children's Medical Center covering the general scope, principles, and clinical aspects of each specialty. Presentation of clinical material is augmented by the demonstration of cases, X-rays, and slides. 40 hours of lectures, and required practice.

DR. GREEN, DR. TROTT, DR. STAHL, and associates.

### 34-3. NEUROLOGY [1 sem. hr.]

Review of neuroanatomy and neurophysiology of the central, peripheral, and autonomic nervous systems. Correlation with common diseases and traumatic lesions, particularly those affecting locomotion, with symptomatology and treatment. 15 hours of lectures, and required practice.

DR. WATKINS.

### 35-3. MEDICINE [1 sem. hr.]

Illustrated lectures on general medicine with special emphasis on those conditions in which physical therapeutic measures are effective. 25 hours of lectures, and required practice.

DR. HAGGERTY, DR. LORENTZ, and associates.

### 36-3. PSYCHIATRY [1 sem. hr.]

Classification of mental disease with symptomatology, prognosis, and principles of treatment. Illustrative case histories. 15 hours of lectures.

DR. GREENBLATT.

### 37-2. PATHOLOGY [2 sem. hrs.]

Illustrated lectures concerning the nature and certain causes of disease, the reactions of the body to deleterious agents, and associated alterations in function. 30 hours.

DR. COHEN.

### 38-1. APPLIED PHYSICS [1 sem. hr.]

Basic kinetics, hydrodynamics, radiation, thermodynamics, and electricity as applied to the principles and practice of physical therapy. 15 hours.

DR. SHRIBER.

*Prerequisite: Physics 10.*

### 39-2. ELECTROTHERAPY [2 sem. hrs.]

This course covers physical and physiological effects of various electrical currents of diagnostic and therapeutic value. The indications for use and technique of applications are taught, including clinical practice under close supervision in hospital departments of physical medicine. 30 hours of lectures, and required practice.

DR. SHRIBER, MISS KEENAN.



## PHYSICAL THERAPY

### 40-1. MASSAGE

[2 sem. hrs.

Principles and techniques of massage, and its application in physical therapy. 10 hours of lectures, 45 hours of practice, and demonstrations.

MRS. ZAUSMER and associates.

### 41-123. THERAPEUTIC EXERCISE

[4 sem. hrs.

The study of joint motions and muscle function, and different types of exercise, with the principles governing their use; technique of the application of exercise in the treatment of specific conditions such as faulty body mechanics, neuromuscular and circulatory disorders, and disturbances of motor function resulting from injury or illness; special emphasis on the evaluation of muscle power in paralytic disabilities, and in muscle training in the restoration of function. 30 hours of lectures, 75 hours of practice, and demonstrations.

MISS COGLAND, MRS. ZAUSMER, MISS WARREN, MISS IONTA.

### 42-3. HYDROTHERAPY

This course includes lectures and demonstrations on the use of water in the treatment of disease. The physiological principles involved and the methods of use are discussed. Clinical practice includes the use of an exercise pool. 5 hours of lectures, 15 hours of practice, and demonstrations.

MISS COGLAND and associates.

### 43-3. ETHICS AND ADMINISTRATION

[1 sem. hr.

Instruction in medical ethics for physical therapists. Discussion of the administration of physical therapy departments in different organizations and institutions. 15 hours of lectures.

MISS COGLAND, MISS WARREN, MISS IONTA, and associates.

### 44-23. CLINICAL PRACTICE

[8 sem. hrs.

This course provides the students with experience in administering the techniques of physical therapy under the supervision of the instructors in these subjects. Patients are treated in the wards and clinics of the Children's, Massachusetts General, and Peter Bent Brigham Hospitals, and the Massachusetts Infantile Paralysis Clinic and the Bay State Medical Rehabilitation Clinic. Some practice is carried concurrently with the second semester classes, but the greater part comes in the final term along with special clinical instruction. 600 hours.

MISS COGLAND, MRS. ZAUSMER, MISS WARREN, MISS IONTA, MISS EIDEN, and associates.

### 45-23. ORIENTATION TO NURSING TECHNIQUES

Instruction, demonstration, and supervised practice in the general principles of medical asepsis, surgical dressings, and bandages; the application of splints, casts, and traction; and other nursing procedures with which physical therapists should be familiar.

MISS HURLEY, MISS GASSMAN.

### 46-3. CEREBRAL PALSY

[1 sem. hr.

This course presents the neurologic and pathologic mechanisms, as well as the clinical aspects and the details of physical therapy in cerebral palsy. 15 hours of lectures. Visits are made to the Nursery School of the Cerebral Palsy Unit of the Children's Medical Center.

DR. BANKS, MISS LANE, and associates.

## ORTHOPTICS, MEDICAL TECHNOLOGY

### 47-3. FUNCTIONAL TRAINING

[1 sem. hr.]

A comprehensive study of the methods and materials used in teaching functional activities to the handicapped. The course includes functional evaluation tests, gait correction, and remedial and recreational activities for children and adults with limited muscle power. Students have opportunities for field trips, observation, and practice at local clinics. 15 classes.

MISS STAATS and associates.

### 48-3. OCCUPATIONAL THERAPY

Principles and application. 15 hours.

Members of the Occupational Therapy Department, Massachusetts General Hospital.

## ORTHOPTICS

Classes in orthoptics are held at the Massachusetts Eye and Ear Infirmary (except *Orthoptics 43* which is given at the Harvard Medical School) and are not open to students in other programs of the College.

### 43. PHYSIOLOGICAL OPTICS

[5 sem. hrs.]

Physical and physiological optics are dealt with in this course, which is given at the Harvard Medical School to postgraduate students in ophthalmology. Work on the optical bench is included.

MR. BOEDER.

### 47. ORTHOPTICS

[23 sem. hrs.]

This course consists of actual work with patients under the supervision of the orthoptic technician in charge of the clinic, as well as lectures on the anatomy, physiology, and motility of the eye, and on refraction and perimetry.

DR. DUNPHY, DR. POLLEN, DR. SLOANE, MISS STROMBERG.

## MEDICAL TECHNOLOGY

Courses in medical technology are held at the Massachusetts General Hospital and are not open to students in other programs of the College. They are of twelve months' duration, starting in the summer immediately after the end of the academic year.

### 40. CLINICAL CHEMISTRY

[11 sem. hrs.]

The application of modern analytical chemistry to clinical medicine, including a survey of the broader aspects of human biochemistry, is covered. Laboratory work is designed to develop proficiency in the performance of some twenty-five common procedures and some familiarity with rare and more complicated analyses.

DR. DUTOIT, MISS ROURKE.

### 41. BLOOD GROUPING AND BANKING

[4 sem. hrs.]

The course is devoted primarily to the techniques of blood grouping, Rh typing, and cross-matching tests. Some consideration is given to special testing for blood-group antibodies and the preparation of fractions of blood. An orientation into records, donor requirements, and bleeding technique is given.

DR. RASMUSSEN, MRS. RUSSELL.

## PUBLICATION

### 42. MEDICAL BACTERIOLOGY

[5 sem. hrs.]

Methods for identifying medically important bacteria are given, and the student instructed how to use for the purpose of identification the characteristics of pathogenic bacteria and common saprophytes; e.g., colonial and microscopic morphology, immunologic properties, growth requirements, and biochemical reactions. A brief introduction to the diagnosis of disease by serological methods is given.

DR. KUNZ, MISS BURKE.

### 43. HISTOLOGIC TECHNIQUES

[3 sem. hrs.]

The lectures are devoted to the principles of tissue staining and to the methods used in preparing samples for microscopic examination. Students participate in the fixation, dehydration, paraffin imbedding, cutting, and staining of tissues removed at surgical operations and post-mortem examinations. Special techniques such as frozen section and celloidin imbedding are taught.

DR. CASTLEMAN, DR. TAFT, MRS. GAINES.

### 45. GENERAL DIAGNOSTIC METHODS

[5 sem. hrs.]

The course begins with instruction in the collection of samples of both venous and capillary blood. Six weeks are devoted to hematology. In addition to the simpler screening techniques considerable time is spent on the morphology of stained films of peripheral blood and bone marrow. Four weeks are devoted to general diagnostic tests applied to other body fluids. Special emphasis is placed on microscopic examination of the urinary sediment. Kidney diagnosis is surveyed.

DR. BECK, MISS KING.

## PUBLICATION

### 30-2. ADVANCED COMPOSITION I

[4 sem. hrs.]

This is a "free-writing" course. Each student may write in whatever form or forms interest her; the only requirements are that each student complete a required amount of writing and revision in the form chosen. Class work consists largely of reading, discussion, and criticism of the students' own writing.

MR. BOSWORTH.

*Prerequisite:* Publication 33 and permission of the instructor.

*Enrollment:* limited to twenty students.

### 31-1, 2. ADVANCED COMPOSITION II

[4 sem. hrs.]

A course intended for those students who have completed *Publication 30* and wish to continue with a second semester of writing under instruction. Each student meets individually with the instructor.

MR. BOSWORTH.

*Prerequisite:* Publication 30 and permission of the instructor.

*Enrollment:* limited to twelve students.

### 32-2. ARTICLE WRITING

[4 sem. hrs.]

A course in writing articles for publication. Practice is provided for students who wish to write on technical and scientific subjects for the general reader. Class work consists of

## PUBLICATION

study and discussion of published material; and reading, discussion, and criticism of student work.

MR. FESSENDEN.

*Prerequisite:* Publication 33.

*Enrollment:* limited to fifteen students.

### 33-1. JOURNALISM

[4 sem. hrs.]

A course in the discipline of straight, factual writing. Practice in reporting, editing, editorial and feature writing.

MR. FESSENDEN, MR. POOLE.

### 34-2. WRITING ON ASSIGNMENT

[4 sem. hrs.]

A course, professional in attitude and purpose, in writing on assignment. For students preparing for work on newspapers or other publications. Much of the writing is completed during the class period, directly on the typewriter, from detailed assignments. Attention is also given to planning features, copyreading, head writing, and make up.

MR. FESSENDEN.

*Prerequisite:* Publication 33.

*Enrollment:* limited to twenty students.

### 35-1. PUBLICITY

[4 sem. hrs.]

For students looking forward to work in public relations. This course emphasizes institutional and educational publicity, and offers practical training in publicity procedure: analyzing the needs of the client, outlining campaigns, and preparing and placing copy. Special attention is given to preparation of radio programs, plays, continuity, and editing script for radio.

MR. FESSENDEN.

*Prerequisite:* Publication 33.

### 36-2. ADVERTISING COPY WRITING

[2 sem. hrs.]

Study and practice of advertising form and style and the writing of advertising copy. The work of the course consists largely of projects and criticism, with some general reading in the theory and practice of advertising.

It is recommended that this course be taken in the senior year by students who have already completed the course in advertising offered by the School of Business, *Business 50*.

MISS WOODBURY.

*Enrollment:* limited to sixteen students.

### 37-2. MAGAZINE AND INDUSTRIAL EDITING

[2 sem. hrs.]

For those students who look forward to editorial employment on consumer and industrial publications. Various specialized types of editing are discussed and practiced, including the following: the woman's magazine, the trade publication, the house organ, the company report, personnel handbook, and industrial publicity. Class work consists of study and discussion of the problems of consumer and industrial writing and editing, the study of models, and the writing and criticism of individual projects. Experts from the field talk to the class about their specialties.

MISS WILLIAMS.

### 38-1. CHILDREN'S BOOKS AND PERIODICALS

[2 sem. hrs.]

For those students who are interested either in writing for children or in editing children's publications. A brief survey of children's literature with emphasis on the reading



interests and abilities of various age groups and present tendencies in writing and publishing for boys and girls.

MRS. VIGUERS.

#### 40-1. COPY AND PROOF

[4 sem. hrs.

The work of the course consists of exercises and tests, based on the *Manual of Style* of the University of Chicago Press, to develop a professional attitude towards the problems of "form" and "style" in the preparation of copy for publication. The emphasis in the work in form and style is directed towards the editing of copy; this work is followed by specific instruction in the techniques and problems of reading proof.

MR. BOSWORTH, MR. BLISS.

#### 41-0. INTRODUCTION TO THE GRAPHIC ARTS

[4 sem. hrs.

A course in the fundamentals of the production of printed material. Members of the class study the development of writing and printing; types and their uses; book, magazine, and commercial typography; types of illustrations; methods of reproduction; and other aspects of the graphic arts. Laboratory exercise in the Printing Workshop.

MR. VALZ, MISS BRATTON.

#### 42-0. EDITING AND PUBLISHING TECHNIQUES

[4 sem. hrs.

This course continues the work begun in *Publication 41* and proceeds to a consideration of the technical aspects and problems of book, magazine, and industrial publishing: printing methods, illustrations, types of paper, book and magazine design, costs of production, literary contracts, and laws governing the press. Classroom work and lectures are supplemented by visits to editorial and publishing offices, printing and engraving plants, and paper mills.

MR. VALZ, MISS BRATTON.

*Prerequisite: Publication 41.*

#### 43-0. GRAPHIC DESIGN

[4 sem. hrs.

A course which combines the art of design with the science of printing. The principles of pure design as applied to the problems of graphic presentation in black and white and in color, in the design of advertising, magazines, and books.

MISS BRATTON.

*Prerequisite: Publication 41.*

#### 44-1, 2. PRINTING WORKSHOP

[4 sem. hrs.

An individual project course. Each student carries through from designing to actual presswork a project in fine printing. Work on the project is supplemented by directed study of historical and contemporary fine printing.

MISS BRATTON.

#### 46-1, 2. SENIOR LABORATORY

[4 sem. hrs.

Each student assists, under the direction of the editor, in the editing and publishing of the College magazine. The various editorial and technical processes involved in the publication of a magazine are performed by the students under professional guidance.

MISS WILLIAMS.

#### FIELD STUDY

An important and required part of the professional training in the fourth year is senior field study. Each spring all fourth-year and graduate students in the School of Publication

## LIBRARY SCIENCE

leave college for two weeks of field study in the area of their choice. Students have done their field study in book and magazine publishing, in journalism and public relations, and in radio, television, and advertising. Field-study assignments may be made in and around Boston, but students are encouraged to do their field study farther afield. When the field study is to be done away from Boston, students must plan for their own maintenance during the two-week period.

## LIBRARY SCIENCE

### 41-1. INTRODUCTION TO LIBRARIANSHIP

[4 sem. hrs.]

The study of current trends in libraries and librarianship is preceded by an introduction to the history of libraries through the period of library development in the United States in the 19th century. Functions, services, and standards for libraries are considered.

This course includes presentations by visiting lecturers, and required tours of various types of libraries in the Boston area.

MR. BOUDREAU and special lecturers.

### 47-2. REFERENCE

[4 sem. hrs.]

An introduction to the general reference literature found in all types of libraries and essential to the background of any librarian, including basic reference procedures in meeting reference problems, and an understanding of what constitutes reference work.

MR. SILVER.

### 49-1. SELECTION OF LIBRARY MATERIALS

[4 sem. hrs.]

Introduction to the principles and practices of book selection in libraries, with some attention to the field of publishing. Survey of the literature and reference materials of the social sciences with emphasis on current problems. Reading, class discussion, book talks, and the preparation of reading lists.

MISS EDGE.

### 50-2. SERVICE TO ADULT READERS

[2 sem. hrs.]

A summary of the main points covered in *Library Science 110*, with emphasis on practical methods and programs for stimulating effective use of library materials. Practice in preparing reading lists, arranging exhibits, and planning programs adapted to community interests and needs.

MISS EDGE.

### 53-1. LITERATURE OF THE HUMANITIES

[4 sem. hrs.]

To meet the needs and demands of the general library reader the student concentrates on current problems and trends in the humanities. The course includes a study of contemporary literature, the standard and popular works, basic reference materials, selected government publications and periodicals, and other reference sources familiar to all librarians. Book talks, readings, class discussion, problems.

MISS KINNEY.

*Prerequisite: Library Science 47.*

### 55-1. CATALOGUING AND CLASSIFICATION

[4 sem. hrs.]

The principles and practices of descriptive cataloguing and classification and subject cataloguing, with their application to various types of libraries.

MISS LEONARD.

## 57-2. TECHNICAL SERVICES

[4 sem. hrs.]

Continuation of *Library Science 55*. Considers also general library methodology in acquisition and public service areas as well as the organization and care of special materials. Policies and organization of the catalogue department.

MISS LEONARD.

## 70-2. THE BOOK ARTS

[2 sem. hrs.]

A survey of the history of printing followed by a consideration of the standards of well-printed books and a discussion of the problems of custodianship of rare materials. Special lecturers, visits to rare book collections, and individual problems.

MR. SILVER and special lecturers.

## 72-2, S72. THEORY OF ADMINISTRATION

[4 sem. hrs.]

The principles of management as applied to public, college, and university libraries. The course is divided between lectures and case studies analyses.

MR. SHAFFER.

## 81-2, S81. SERVICE TO CHILDREN

[4 sem. hrs.]

The principles and objectives of a children's library, and its relation to the educational and social institutions in the community. The course aims to develop criteria for the selection of books for boys and girls through the study of their reading interests, habits, and abilities, and their books.

MISS HAVILAND.

## 82-2. STORYTELLING

[2 sem. hrs.]

The place of storytelling in the American public library, and its development as an art. Involves preparation of the story, delivery, and picture stories.

MISS ———.

## 83-2, S83. LITERATURE FOR YOUNG ADULTS

[4 sem. hrs.]

A survey of literature for the adolescent designed for librarians in school or public libraries. A brief history of the development of this literature, evaluation of publishers, and psychology of the adolescent reader.

MISS MANTHORNE.

## 84-1, 2. LITERATURE OF SCIENCE AND TECHNOLOGY

[4 sem. hrs.]

Basic concepts and contemporary trends in the literature of the various sciences and technical subjects form a background for the study of all kinds of standard works, reference materials, and bibliographic sources consulted by the general public as well as scholarly research workers. Outside lecturers, reading, class discussion, and investigation. Problems of organizing technical reports, and the techniques of punched-card bibliographies are studied. Extensive academic preparation in science is not required.

MR. SILVER.

## 101-1, 2, S101. THE LIBRARY AS A SOCIAL INSTITUTION

[4 sem. hrs.]

The significance of libraries and librarianship in society, with special attention to the history of American libraries, and the functions, services, and standards of the modern library. Library organization on local, regional, state, national, and international levels.

## LIBRARY SCIENCE

This course includes presentations by visiting lecturers, and, in the first semester, required tours of libraries in the Boston area.

MISS LEONARD and special lecturers. (S101, MR. BOUDREAU.)

### 106-1, S106. SCHOOL LIBRARY SERVICE [4 sem. hrs.]

The functions and activities of a high school library in their relation to modern educational development and objectives. The class considers the school librarian and staff, service clubs, instruction in the use of books and libraries, planning and equipping the library room, and other problems of administration and routine.

MISS ———. (S106, MRS. HYNSON.)

### 107-1, 2, S107. REFERENCE METHODS [4 sem. hrs.]

Fundamental reference sources, bibliographical method and search techniques, the philosophy and administrative aspects of reference work.

MISS KINNEY. MR. ———. (S107, MR. GALVIN.)

### 108-2. BIBLIOGRAPHICAL AND RESEARCH METHODS [2 sem. hrs.]

Study of all types of bibliographical presentations from the standpoint of technique and use, analysis of research problems, significance of bibliographical controls, survey of resources in American libraries, and preparation of a major bibliographic problem.

This course continues the study of reference methods and administrative problems, and prepares students for advanced reference work in public, college, university, and research libraries.

MISS KINNEY.

*Prerequisite: Library Science 107.*

### 109-1, 2. LITERATURE OF THE SOCIAL SCIENCES [4 sem. hrs.]

Study of the development of the various divisions of the social sciences and contributions of the leaders in each field. The course assumes subject competence, and is concerned with the materials which will serve the needs of library users, both scholars and general readers. Students investigate the standard works, organizations and their publications, reference works, bibliographic sources, and government documents. Lectures, reading and discussion of current writings, and the preparation of bibliographies serve to orient students in basic concepts and trends.

MISS EDGE, MR. SILVER.

### 110-1, 2, S110. SERVICE TO ADULT READERS [4 sem. hrs.]

A survey of the reading interests and habits of adults, and of the various means by which the library may stimulate and guide the community in the effective use of library materials and services. The class studies the nature of the reading process and the techniques of interviewing and counseling in preparation for readers' advisory service. In stressing the public library's role in adult education, community agencies and group methods are examined and the use of audio-visual materials investigated for effective program making.

MISS EDGE. (S110, MISS HOPKINS.)

### 113-1, 2. LITERATURE OF THE HUMANITIES [3 sem. hrs.]

Basic concepts and contemporary trends in the literature of the humanities form a background for the study of all kinds of standard and current works, reference materials,



and bibliographic sources consulted by the general public as well as scholarly research workers. Reading, class discussion, and investigation of reference materials.

MISS KINNEY, MR. SILVER.

*Prerequisite: Library Science 107.*

#### 115-1. PRINCIPLES OF CATALOGUING AND CLASSIFICATION [4 sem. hrs.]

Presentation of historical development of cataloguing and classification, and a critical study of the principles and functions of descriptive cataloguing, classification, and subject heading from both theoretical and practical points of view. Includes processing activities as they relate to the organization of library materials.

MISS COLVIN.

#### 117-1, 2. APPLIED CATALOGUING AND CLASSIFICATION [3 sem. hrs.]

Application of Library of Congress classification and subject headings and comparative study of general and specialized classification systems. Cataloguing and classification of different forms of literature, including non-book materials and special collections. Survey of administrative problems of technical services with emphasis on cataloguing departments in all types of libraries and of regional, national, and international cooperative and centralized activities. Problems and reports supplement lectures and discussion.

MISS COLVIN.

*Prerequisite: Library Science 115.*

#### 118-2, S118. TECHNICAL SERVICES [2-4 sem. hrs.]

Consideration of current problems and policies in cataloguing and classification, with attention focused on programs for centralized and cooperative controls. Conducted as a seminar for persons with experience or particular interest in technical processes, and slanted towards the individual interests and objectives of those participating.

MISS COLVIN. (S118, MR. WRIGHT.)

*Prerequisite: Library Science 115 and 117, or experience; and permission of the instructor or Director.*

#### S119. COMMUNICATIONS [4 sem. hrs.]

A consideration of the various media of communication — print, radio, and motion pictures — with particular attention to their effects on people. The recent growth of mass media and their significance for libraries are the primary concern of the course. The class examines and evaluates actual materials being currently issued. The use of mass media by libraries to reach readers and potential readers is emphasized.

MISS HOPKINS.

#### S120. MODERN BOOK PUBLISHING AND PUBLISHERS [4 sem. hrs.]

A survey of the history, economics, and distribution of printed materials with emphasis on the various processes of printing, book design, and book illustration. The course studies contemporary publishers intensively, together with the techniques and problems of the acquisition of published materials.

MR. SILVER.

#### 131-2. RESEARCH AND BIBLIOGRAPHICAL METHOD IN SUBJECT FIELDS [4 sem. hrs.]

Bibliographical and research problems and methods of providing information and reference service in special libraries or in subject departments of public, college, or university

## LIBRARY SCIENCE

libraries. Projects are individualized on the basis of the student's undergraduate or graduate major.

For students whose objective is the field of special librarianship and for those who wish to specialize in the subject literature of a particular field.

MISS KINNEY.

*Prerequisite: Library Science 107 and 115.*

## SEMINARS

Seminars offer opportunity for the student who has demonstrated ability for independent work to pursue individual studies in fields related to his or her own experience, interests, and objectives. The seminars which follow can be adapted to the interest of individual students or to a small group of students working in common directions. They may be of the nature of reading courses, discussion groups, internships, or directed research resulting in an essay. Seminars may be elected only with the permission of the instructor.

201-1, 2. SEMINAR IN LIBRARY HISTORY [2-4 sem. hrs.]

202-1, 2. ADVANCED PROBLEMS IN LIBRARY ADMINISTRATION [2-4 sem. hrs.]

203-1, 2. RESEARCH IN LIBRARY ADMINISTRATION [2-4 sem. hrs.]

S204. SPECIAL LIBRARY FIELD EXPERIENCE [8 sem. hrs.]

A field experience, assigned by the School, is required for students who have elected both *Library Science 131* and *214*, and who have not had experience in the special library field. This course is usually taken during the summer or autumn following the completion of the required courses in the School. The School assigns each student to a library or libraries carefully selected to ensure the best possible experience. In most cases the library chosen will not be in Boston, and students should be prepared to pay their living expenses for a period of approximately a month and a half. The course is completed with the preparation of a formal report individually assigned.

The fee for this course is \$115.\*

MISS LEONARD.

206-1, 2. SEMINAR IN SCHOOL LIBRARY SERVICE [2-4 sem. hrs.]

207-1, 2. SEMINAR IN REFERENCE LITERATURE AND SERVICES [2-4 sem. hrs.]

208-1, 2. SEMINAR IN SUBJECT BIBLIOGRAPHY [2-4 sem. hrs.]

210-1. SEMINAR IN LIBRARY ADULT EDUCATION SERVICES [2-4 sem. hrs.]

211-1, 2. SEMINAR IN READING GUIDANCE OF CHILDREN [2-4 sem. hrs.]

212-1, 2. SEMINAR IN READING GUIDANCE OF YOUNG PEOPLE [2-4 sem. hrs.]

\* *Effective summer 1960.*

## SOCIAL WORK

- 214-2. SEMINAR IN THE ORGANIZATION AND ADMINISTRATION OF SPECIAL LIBRARIES [3-5 sem. hrs.]

For the student whose objective is librarianship in a specialized type of library outside the university or public library field in such areas as science, technology, art, music, medicine, business, and law.

Each student may concentrate on the organization, administration, and services of special libraries in his or her own field. Individual readings, problems, investigations, and visits, with written reports. Weekly conference and discussion periods.

To be taken concurrently with *Library Science 131*.

MISS LEONARD.

- 215-1, 2. SEMINAR IN CLASSIFICATION AND SUBJECT CATALOGUING [2-4 sem. hrs.]

- 217-1, 2. SEMINAR IN CATALOGUING [2-4 sem. hrs.]

- 218-1, 2. SEMINAR IN GOVERNMENT PUBLICATIONS [2-4 sem. hrs.]

- 220-1, 2. SEMINAR IN THE HISTORY OF BOOKS AND PUBLISHING [2-4 sem. hrs.]

Directed independent research on topics related to printing, publishing, and rare books. Students prepare papers based on research in special collections in the area.

MR. SILVER.

*Prerequisite: Library Science 70, or S120, or special experience.*

- 221-2. SEMINAR IN CURRENT ISSUES IN LIBRARIANSHIP [2 sem. hrs.]

With the guidance of the instructor students conduct six symposia, each on a topic of special concern to the group. Students prepare individual papers in which they explore subjects of special interest.

MISS LEONARD.

*Enrollment: limited.*

## SOCIAL WORK

Classes in social work are held at the School of Social Work, 51 Commonwealth Avenue, and are not open to undergraduate students.

### I. THEORY AND PRACTICE

#### A. THE SOCIAL SERVICES

##### *First Year*

- 10-1. SOCIAL WORK ORGANIZATION [3 sem. hrs.]

Discussion of the processes and skills basic to all fields of social work; a description of the social agencies through which communities seek to help citizens in need. Field visits. The organization and administration of the public and private social services, as related to community needs and resources.

MR. RUTHERFORD, members of the staff, and special lecturers.

## SOCIAL WORK

### 11-1. GOVERNMENT AND SOCIAL WORK [2 sem. hrs.]

The discussion centers around the economic problems posed by a growing program of social services. The present cost-benefit structure of social services, both public and private, is considered and related to other aggregates in the economy. Alternative methods of financing social programs are analyzed with particular stress upon the implications of each. alternative for the different groups in the economy and for the level of economic activity as a whole.

MR. \_\_\_\_\_.

### 12-2. COMMUNITY HEALTH ORGANIZATION [1 sem. hr.]

An orientation course on the whole field of health service as organized under the auspices of public and voluntary agencies. Special emphasis is placed on the socio-economic aspects of the services.

DR. SCHMIDT and special lecturers.

### 13-2. SOCIAL WORK PROCESS AND RESOURCES [2 sem. hrs.]

Content similar to that of *Social Work Organization 10*, but directed to special needs of graduate nurses. Also open to employed social workers with permission of the instructor.

MRS. COWIN.

## Second Year

### 211-2. ROOTS OF PROFESSIONAL SOCIAL WORK [1 sem. hr.]

A consideration of the major historical sources of modern social work including the church, the charity organization movement, and private philanthropy, in terms of present-day social work problems, such as professionalism, concepts of the client, methods of treatment.

MR. RUTHERFORD.

## B. HUMAN GROWTH AND BEHAVIOR

### First Year

### 20-1. PRINCIPLES OF HUMAN BEHAVIOR [2 sem. hrs.]

This course is developed in three parts. The first part is focused on the multiple causative factors in the development and functioning of the individual in his relationship to his background, to himself, and to society; and the application of current theories of mental development and conduct to behavior.

MRS. WALDSTEIN, DR. SPERRY, and lecturers.

The second part is a consideration of individual growth and development based on psychoanalytic concepts of personality organization with special emphasis on interpersonal relationships.

DR. BIBRING and associates.

The third part is focused on physical and behavioral growth and development.

DR. STUART.

### 21-2. CLINICAL PSYCHIATRY [2 sem. hrs.]

Clinical demonstrations, sociodrama, and coordinated lectures dealing with mental illness, psychoneuroses, and personality deviations. Etiology, pathology, symptomatology, prognosis, and treatment are considered and related to social case discussion.

DR. SEMRAD.



## SOCIAL WORK

### 23-1. HEALTH AND DISEASE I

[2 sem. hrs.]

The presentation of basic concepts and information regarding health and disease; normal growth and development; causes, symptoms, and treatment of diseases most commonly met in social work practice. Social implications are emphasized.

DR. MCCOMBS, MRS. DANA, and lecturers.

#### *Second Year*

### 220-1. APPLICATIONS OF PSYCHIATRY TO CASE WORK

[2 sem. hrs.]

This course is developed in three parts: Psychiatry of Childhood and Adolescence; Ego Defects of Adults; The Psychosomatic Approach to Medical Illness.

DR. MAKKAY, DR. WEISMAN.

### 221-1. PSYCHOANALYTIC THEORY OF THE NEUROSES

[1 sem. hr.]

Historical approach and deductive exposition of the classical neuroses and related character disorders. Symptomatology, dynamics, and etiology presented didactically with illustrative case material.

DR. ZETZEL.

### 222-2. SEMINAR IN PSYCHIATRY

[2 sem. hrs.]

An advanced seminar covering briefly the range of psychiatric efforts, coördinating the divergence of approaches in regard to psychopathological dynamics and treatment with the practice of case work. Special emphasis on adult psychiatric problems. Hospital interviews and case discussions.

DR. ROGERS, MRS. DOMEY, and lecturers.

### 223-2. HEALTH AND DISEASE II

[1 sem. hr.]

Lectures, conferences, and demonstrations presenting significant current medical and psychiatric concepts and methods in diagnosis and treatment of illness, with emphasis on the emotional aspects.

MRS. DANA, MRS. WALDSTEIN, and lecturers.

## C. SOCIAL WORK PRACTICE

#### *First Year*

### 30-0. SOCIAL CASE WORK

[4 sem. hrs.]

A basic course in social case work using the case discussion method, and stressing that which is generic, in understanding and skill, to the various fields of specialization. Students are encouraged to present questions and case illustrations from the field as a focus for general discussion.

MISS WALSH.

### 31-2. THE GROUP PROCESS

[2 sem. hrs.]

The group process in making plans and arriving at decisions. Relation of group work to recreation, education, and case work. Discussion methods.

MR. RUTHERFORD.

### 32-1. METHODS OF SOCIAL RESEARCH

[2 sem. hrs.]

A review and analysis of methods used in social studies relating to poverty, standard of living, health, dependent and delinquent children, and the work of social agencies.

MISS MOHR.

## SOCIAL WORK

### 33-2. SOCIAL WORK AND CHANGE

[1 sem. hr.]

The process, not of amelioration, but of active change induced within an agency or community. Reform, Community Organization, Education, Legislation in Housing, Inter-group Relations, other problems.

MRS. SNOWDEN and lecturers.

### *Second Year*

### 230-0. READING SEMINAR IN PSYCHIATRIC SOCIAL WORK [2 sem. hrs.]

The philosophy, problems, and function of psychiatric social work in both public and private civilian and military settings. The history and development of the field in relation to the extending frontiers of mental hygiene. Seminar discussion of required reading and student projects. Individual conferences.

MRS. WALDSTEIN.

### 231-0. SEMINAR IN SOCIAL CASE WORK

[4 sem. hrs.]

Seminar in case work discussion of concepts and methods as they are understood and used in the solution of case work problems. Cases represent a cross-section of the student experience and are selected to illustrate problems typical of various age groups and life situations against a variety of cultural backgrounds. Emphasis is placed on normal behavior and its deviations, particularly pathology.

Discussions include diagnostic criteria with emphasis on focus and appropriate methods of treatment as influenced by generic case work and dynamic psychiatry.

MRS. BANDLER.

### 232-1. MEDICAL SOCIAL WORK I

[2 sem. hrs.]

Application of generic social case work principles in a medical setting; social and emotional problems of illness; understanding of the patient and his family; coöperation with the physician; case work functions of the medical social worker. A seminar designed particularly for students preparing for medical social work.

MRS. DANA.

### 233-2. MEDICAL SOCIAL WORK II

[2 sem. hrs.]

Organization and function of medical social work in hospitals and public medical care programs; administrative principles; consultant and educational functions; community activities; history of medical social work and present trends.

MRS. DANA.

### 235-1. SOCIAL WORK WITH CHILDREN I

[2 sem. hrs.]

An introduction to the field of child welfare. The interrelation of child welfare to other fields is emphasized. Historical background, foster home care, institutional care, protective work, and adoption are covered.

MISS KELLEY.

### 236-2. SOCIAL WORK WITH CHILDREN II

[2 sem. hrs.]

This seminar is designed for those wishing to enter the field of child welfare. Consideration is given to the application of the principles of generic casework in the child-placing setting. Particular attention is given to the factors involved in separation of child and parent. The caseworker's role as related to the community is emphasized. Case material is used, some of which is contributed by students from their experience.

MISS KELLEY.

## SOCIAL WORK

### 237-1. GROUP DYNAMICS

[1 sem. hr.]

Introduction to the basic principles of group dynamics. Discussion of some specific groups, such as discussion groups, task oriented groups, a work team; special consideration of the therapy group. Students are given an opportunity to function as members of a group and to observe some of the forces operating within a group.

MRS. LEWIN.

## II. FIELD WORK

### 50-0. FIELD WORK, FIRST YEAR

[7 sem. hrs.]

Experience, under supervision, in a generic setting, in the provision of service to clients presenting a variety of needs.

### 250-0. FIELD WORK, SECOND YEAR

[14 sem. hrs.]

Experience, under supervision, in a selected specialized setting, related to the student's academic concentration in medical, psychiatric, children's, or community social work.

### 251-0. SEMINAR IN SOCIAL STUDIES

[7 sem. hrs.]

This seminar is organized to guide students in the preparation of a special study. Through individual and group conferences supervision is given in the following steps: choice of subject; preparation of a written statement of the special study plan, which is submitted for approval to a committee of the School staff; collection and analysis of data; writing of the report, with emphasis on clarity of presentation.

MISS MOHR, MRS. BERGER.

## III. COURSES ON UNDERGRADUATE, EXTENSION, AND COMMUNITY BASES

From time to time the School offers training opportunities designed to make a certain part of the social work curriculum available to groups which are able to make good use of it. Courses listed below are the ones currently offered.

*Sociology 40-1* is an undergraduate course offered at the main building of Simmons College, 300 The Fenway. The course in *Statistical Methods* is given as a makeup for persons whose previous study has not included a course of this nature. The *Seminar in Supervision* is offered in coöperation with the National Mental Health Act.

### INTRODUCTION TO THE FIELDS OF SOCIAL WORK (Sociology 40-1)

[4 sem. hrs.]

The study of the fields of social work, their background, and present status and goals. A discussion group whose objective is to acquaint students with the social agencies and institutions, and the conditions and concepts from which they have emerged. Field trips to observe welfare work.

Open to third- and fourth-year students and to graduate students who are interested in social work and allied fields.

MR. RUTHERFORD, MISS KELLEY.

### 40-1. STATISTICAL METHODS

[1 sem. hr.]

A survey of statistical methods with special application to social research. The course offers practice in the classification of social data, and the construction, analysis, and interpretation of tables and charts.

MR. NICHOLS.

## BUSINESS

### 46CD. SEMINAR IN SUPERVISION AND CONSULTATION [2 sem. hrs.]

A study group for experienced medical and psychiatric social workers, available, with the consent of the instructor, to employed workers. Offered at the Harvard School of Public Health.

MRS. DANA and lecturers.

### 241-1. SEMINAR IN SUPERVISION [1 sem. hr.]

A study group for field work teachers in psychiatric social work with a focus on supervision as a teaching process, with emphasis on the use of case work skills to help the student learn.

MRS. WALDSTEIN.

### 242-1. SEMINAR IN RESEARCH [\*]

A study group for experienced, practicing social workers who are interested in the application of research principals and methods to problems of the profession.

MISS MOHR.

### 243-1. SEMINAR IN REHABILITATION [1 sem. hr.]

A discussion group about problems of social and vocational rehabilitation, and the role of social work in this area of service.

MRS. DANA and lecturers.

## BUSINESS

### 20-2. PRINCIPLES OF ACCOUNTING [4 sem. hrs.]

An introduction to the theory and practice of modern accounting procedures. A comprehensive study of the successive steps in the accounting cycle enables the student to become familiar with accounting terminology, the most used books of entry, posting procedures, and summarization of records. Payroll accounting, the Federal Income Tax as applied to individuals, banking practice, and systematic record keeping for personal finances are included.

MISS ENGLER.

### 21-1. GENERAL TYPEWRITING [2 sem. hrs.]

An elementary personal use course, intended for students who have had no previous training in typewriting. This course is not open to students whose transcripts show satisfactory completion of a typewriting course elsewhere. Four hours of classwork a week. Students receiving credit for this course may earn only six semester hours of credit if they later complete *Business 31* or *35*.

MRS. DICKINSON.

### 22-2. PERSONAL FINANCE [4 sem. hrs.]

A non-technical course designed to give students practical help in managing personal money matters. Typical personal and family financial problems studied include budgeting and saving; buying property, life, and other forms of insurance; owning and financing a home; investing in stocks, bonds, and other securities; using bank services; utilizing credit facilities.

MRS. COULTER.

*\*Credit of one semester hour may be arranged for qualified students.*



24-1. INTRODUCTION TO BUSINESS

[4 sem. hrs.

A broad survey of the major areas and functions of business enterprise. The student acquires a general understanding of the business world through a study of the social setting of business; the basic principles of business organization and management; the business activities of production, marketing, and finance; the role of competition in the private enterprise system; and the development of business-government relationships.

MRS. COULTER.

31-0. ELEMENTARY SHORTHAND AND TYPEWRITING

[8 sem. hrs.

A basic course in the secretarial skills. The student learns to read and write shorthand at an acceptable business speed; to operate the typewriter efficiently; to take dictation and transcribe it on the typewriter; and to handle business typewriting problems.

Placement tests in shorthand and typewriting are required of all students who have had previous training in those areas. Enrollment limited to students in the School of Business.

MRS. DICKINSON.

32-1, 33-2. INTERMEDIATE ACCOUNTING

[4 or 8 sem. hrs.

For those students who wish to continue the study of accounting from the partnership and corporate points of view. Topics discussed in the first-half year include the voucher system; comparative and departmental statements; partnership formation, operation, and dissolution; corporation accounts and records. In the second half-year, the course covers manufacturing records; analysis of balance sheet items; reappraisal of assets; insurance; corporate problems; interpretation of corporate reports; and source and application of funds.

MISS ENGLER.

*Prerequisite:* Business 20.

*Offered:* as a year course, or the first half may be taken separately.

35-0. SHORTHAND-TYPEWRITING FOR GENERAL USE

[8 sem. hrs.

An intensive course in the fundamentals of shorthand and of typewriting designed primarily for students in the School of Publication. The student learns to apply the principles of shorthand and attains sufficient facility in taking dictation and transcribing it, and in handling special typewriting problems, to meet initial job requirements in the publishing field. Placement tests in shorthand and typewriting are required of all students who have had previous training in these subjects.

MR. MORAN.

[37-2. METHODS IN BUSINESS EDUCATION

[3 sem. hrs.

This course provides the student with fundamental teaching concepts which must operate in good teaching-learning situations involving business subjects. Students study various methods of teaching in order to develop those techniques which seem best for their purposes. Classroom procedures are studied for both skill and general business subjects including shorthand, typewriting, bookkeeping, office practice, business law, general business, and other courses commonly taught on the secondary level.

Not offered in 1959-60.]

38-1, 2. BUSINESS LAW

[4 sem. hrs.

A study of legal principles and the application of these principles to selected cases. The course helps the student to acquire a knowledge of fundamental legal principles that have high personal-use values, as well as of principles that apply to ordinary business situations. The student gains experience in reading and analyzing legal documents and texts. Contracts,

## BUSINESS

sales, negotiable papers, common carriers, agency, insurance, property, partnership, and corporations are considered.

MISS O'BRIEN.

### 39-1. INSTITUTIONAL ACCOUNTING\*

[4 sem. hrs.

This course is especially designed for students majoring in institution management. It covers the fundamentals of accounting and business practice and applies them to lunch-rooms, tea rooms, residence halls, and institutions of a similar type. Students have practice in making financial statements and reports, analyzing figures, and designing books of record.

MISS ENGLER.

### 40-1. ADVANCED ACCOUNTING

[4 sem. hrs.

In this course the students study special corporate problems, as well as consolidated statements, liquidation and mergers, joint ventures, branch and agency accounting, installment and consignment transactions, and statements of affairs.

MISS ENGLER.

*Prerequisite:* Business 32 and 33.

### 41-1. ADVANCED SHORTHAND AND TYPEWRITING

[4 sem. hrs.

Systematic practice and drill in writing shorthand with special emphasis on advanced phrasing principles and the acquisition of a broad general shorthand vocabulary. The purpose of this course is to develop facility in shorthand that will meet business standards. Practice on the typewriter in the transcription of shorthand notes and in the completion of typing problems for speed and accuracy.

MISS McKENNA, MR. MORAN.

*Prerequisite:* Business 31.

*Enrollment:* limited.

### 42-2. OFFICE PROCEDURES

[4 sem. hrs.

A course designed to acquaint the student with modern office procedures and machines. Students make a comprehensive investigation and evaluation of the qualifications and responsibilities of the successful executive secretary. Office machines are used in the performance of practical problems. Transcription skill is exercised through office-style dictation and problem-solving typing. Instruction is given in the principles of human relations and office ethics.

MISS McKENNA.

### 42b-2. OFFICE PROCEDURES

[2 sem. hrs.

This course is open only to students with an accounting specialization. Students are taught the use of those business machines which are related to accounting and statistical procedures.

MISS McKENNA.

### 44-2. COST ACCOUNTING

[4 sem. hrs.

Basic features of cost accounting as applied to industry of the present day. By means of problems and practice sets the class studies job and cost records; control of and accounting

\* Offered in alternate years.

for materials, supplies, and labor; manufacturing expenses; standard costs; estimated costs; by-product and joint costs; differential costs; and cost reports for the management.

MISS ENGLER.

*Prerequisite: Business 40.*

#### 45-2. MODERN MANAGEMENT TECHNIQUES

[4 sem. hrs.

This course is concerned with management as an ever-changing activity that organizes, prepares, guides, and directs human effort so that materials, machines, and money can be effectively used to accomplish the purposes of a business organization. Fundamental principles of management, common to the conduct of any business enterprise, are evaluated.

Case problems are used to help students solve business problems through analysis and deduction of logical conclusions.

MR. \_\_\_\_\_.

#### 46-2. MEDICAL TERMINOLOGY AND TRANSCRIPTION

[4 sem. hrs.

A systematic examination of medical terms for their meaning on the basis of affixes and roots. The student learns to analyze the structure of medical terms to discover the combination of existing roots with established prefixes and suffixes in the formation of additional words. By directed and purposeful use of such word derivation, the student learns to recognize meaning through analysis of context.

Simplified shorthand outlines are developed for medical terms. Transcription skill is developed through dictation of hospital case histories.

MR. MORAN.

*Prerequisite: Biology 20 and 22.*

#### [47-2. BUSINESS CURRICULUM AND MATERIALS

[4 sem. hrs.

An examination of those courses actually representing business in the secondary grades and their placement in the program of studies and in the daily time schedule. Detailed concepts are developed pertaining to the actual and potential content for business courses. Instructional materials, unique to business courses, are developed and related to the attainment of greater speed, accuracy, or perfection of performance in skill subjects and to greater mastery of subject matter in general business courses. Procedures for the evaluation, selection, and use of textbooks are studied. Additional instructional materials are developed which are related to other general and business courses, extracurricular activities, and personal use activities. Study is made of available auditory and visual aids — where they may be obtained, their cost, use, and care. Problems of testing and measuring peculiar to business subjects are studied.

Not offered in 1959-60.]

#### [48-1. PRACTICE TEACHING

[6 sem. hrs.

This course provides the student with an opportunity to apply in an actual high school classroom those techniques and principles which have been learned about teaching business subjects. The work is supervised by the usual classroom teacher and a representative of the School of Business staff. Students meet two hours a week in a seminar to consider those problems which have arisen from the practice teaching experience.

Not offered in 1959-60.]

#### BUSINESS LECTURES

Several lectures held during the second half year. Required for third- and fourth-year students. The purpose of the lectures is to provide an opportunity for students to hear experts from business discuss current trends and issues in specialized business fields.

## BUSINESS

### COURSES OFFERED IN SPECIALIZED BUSINESS PROGRAMS

The courses described below are intended for students following specialized programs in the School of Business; a few of them are required courses in other programs. They may be elected with the permission of the instructor by any third- or fourth-year student.

#### 50-1, 2. PRINCIPLES OF ADVERTISING

[4 sem. hrs.]

A survey course designed to familiarize the student with the nature and scope of advertising and its place in our business and economic structure, with special emphasis on current trends. The topics studied include the purposes of advertising, analyses of the component parts of an advertisement, varieties of media, merchandising and dealer help, copy testing, market research, and campaign planning. The textbook is supplemented by lectures, applied problems, collateral reading in current publications in the field of advertising, sales management, and marketing.

MRS. COULTER.

#### 52-2. MARKETING

[4 sem. hrs.]

A general course designed for those who wish a broad picture, of how goods are marketed and of some of the problems existing in this field. The class considers the economic and social significance of marketing, the marketing of business and consumers' goods, marketing problems, and the relation of marketing to retailing and advertising. The textbook is supplemented by case studies, lectures, discussions, and a term project.

MRS. COULTER.

#### 54-1. ANALYSIS OF BUSINESS DATA

[4 sem. hrs.]

Principles and methods used in the collection, presentation, analysis, and interpretation of numerical data. Included in the course are sampling techniques; preparation of tables, charts, and graphs; analysis of classified data, grouped and ungrouped; construction of index numbers; and correlation.

MISS ENGLER.

#### 56-1, 2. PRINCIPLES OF PERSONNEL

[4 sem. hrs.]

A survey of personnel administration in business. Students become familiar with the sources of labor supply and the methods of selecting employees through the use of the application blank, the interview, tests and the medical examination. They consider placement by means of job analysis and specifications, induction, training, follow-up, transfer and promotional plans. The students also learn about proper working environment, safety and health programs, wage plans and incentives, stabilization of the working force, absenteeism, turnover, employee services, labor legislation, morale, and grievances.

MR. BARRON.

#### 61-1, 2. BUSINESS COMMUNICATIONS

[4 sem. hrs.]

Development of skill in written communication. The course covers all types of business writing with major emphasis on letters and reports. The student learns, through a study of business attitudes, how to influence persons most effectively through the medium of written and oral expression.

MR. BALDWIN, MISS MCKENNA.

*Prerequisite:* typewriting ability.



## 62-1. ADVERTISING MEDIA AND MARKETS

[4 sem. hrs.]

A study of the chief media of advertising and discussion of their place in campaigns. Newspapers, magazines, farm papers, business publications, direct mail, radio, and outdoor advertising are analyzed from the standpoint of circulation, economy of rate, editorial policy, space sizes, effective position, competition, and type of reader. Lectures, applied problems, and preparation of an advertising campaign supplement study of the textbook. Experts engaged in buying and selling space give special lectures.

MRS. COULTER.

*Prerequisite: Business 50.*

## 63-2. MARKETING RESEARCH

[4 sem. hrs.]

Includes training in the techniques of research and their application to all business fields including industrial, advertising, sales. Students are taught questionnaire design, product testing, and survey techniques and do coöperative work on actual business problems.

MR. ———.

*Prerequisite: Business 50, 52, and 54.*

## 64-1. ADVANCED PERSONNEL

[4 sem. hrs.]

A more intensive analysis of the personnel methods and techniques which were introduced in the course on principles of personnel. Major attention is given to morale, including group relations and problems of individual adjustment on the job.

MR. BARRON.

*Prerequisite: Business 56.*

## 66-2. PUBLIC RELATIONS

[4 sem. hrs.]

This course deals with fundamental principles as well as practical techniques for gaining good will in dealing with members of the community, customers, stockholders, employees, competitors, suppliers, and so forth. The many facets of public relations in business are covered.

MR. BARRON.

*Prerequisite: Business 56 and 64.*

## 69-2. OFFICE MANAGEMENT

[4 sem. hrs.]

A study of the functions of the office in its relation to the operating departments of business. Class discussions and reading are based on problems of supervision, planning of office services, flow of work, charts, layout, centralization, work simplification, measurement of production, unionization of office workers, and general office personnel problems. Field trips to representative offices supplement the class work.

MR. BALDWIN.

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The following courses are given at the Massachusetts General Hospital and are open only to fourth-year and graduate students in the *Medical Record Administration* option. They are of twelve months' duration, starting in the summer immediately after the end of the academic year.

## 70-1. FUNDAMENTALS OF MEDICAL SCIENCE

[4 sem. hrs.]

A course to familiarize the student with various types of diseases and injuries, and methods of diagnosis and treatment of medical and surgical specialties.

## RETAILING

### S72-0. MEDICAL RECORD SCIENCE \* [6 sem. hrs.]

Study of medical records: history; contents, uses, medico-legal aspects; securing and preserving; numbering and filing; analysis and statistics; medical correspondence.

### S73-1. MEDICAL TERMINOLOGY \* [4 sem. hrs.]

A detailed study of the roots, prefixes, and suffixes of medical terms. Practical work includes the transcription of surgical notes and other medical material.

### 74-2. MEDICAL RECORD MANAGEMENT [4 sem. hrs.]

Instruction in the procedures involved in setting up and maintaining filing systems with associated indexes; preparation of statistical reports; medical research assistance; personnel relations; purchasing supplies; administration of a medical record department.

### 75-2. CLASSIFICATION OF DISEASES [2 sem. hrs.]

The student learns the principal methods of classifying and indexing diseases and operations. Emphasis is placed on the use of indexes in compiling research and statistical data.

### 76-0. MEDICAL RECORD FIELD STUDY [12 sem. hrs.]

Practical experience, under actual hospital conditions, in all phases of the administration and management of a medical record department.

## RETAILING

With the exception of some portions of *Retailing 20* for sophomores, all of the classes in retailing are held at the Prince School of Retailing, 49 Commonwealth Avenue. Retailing courses are not open to students in other programs of the College except by special arrangement.

### 20-0. ESSENTIALS OF RETAILING [8 sem. hrs.]

The field of distribution concerns itself with the movement of goods from producer to consumer and involves the selling of the product at different points in that journey. Distribution is basically the field of selling, and because of the important role of salesmanship in the whole distributive process, the tools and techniques of selling are stressed throughout the professional program of the Prince School of Retailing. This introductory course in retailing provides some of the basic tools needed.

1. *Salesmanship*. The principles and practices of effective salesmanship are discussed and demonstrated. Selling experiences of class members are examined and changing trends in selling techniques at the different points of the distributive process are analyzed and explored.

2. *Color and Line*. Since the design of apparel, accessories, and home furnishings comprises one of their chief selling points, a knowledge of color and line is of considerable importance to anyone handling such merchandise either professionally or as a consumer. This section of the course acquaints the student with the principles of good design, as shown through the color, line, and form of different types of merchandise. The Munsell Color System is used.

3. *Textiles*. Again because of the extent of its use, textiles is a vital tool in the buying and selling of merchandise. The purpose of this section of the course is to enable students

\* The course begins with the summer session and continues in the regular session.

to recognize different fabrics and fibers and to know their advantages and disadvantages for different types of merchandise. Problems involved in the new man-made fibers, the finishes being added to the older types of textiles, government regulations for fabrics, and informative labeling, which are of special concern in selling textiles today, are emphasized in this course.

4. *Store Organization.* The final and most important step in the distributive process is the retail store. This section of the course provides for the student a background of the general organization and operation of this type of business and places the role of selling at this level in its proper perspective. The actual operational techniques of several principal store divisions are presented and discussed so that future executives can understand the types of work being carried on in the different parts of the organization.

MISS STUART, MR. \_\_\_\_\_.

## 30-0. INTRODUCTION TO DISTRIBUTION

[8 sem. hrs.]

This course provides a transition from the role of consumer to the role of a professional in distribution by a survey of the nature, scope, and significance of marketing. The first half-year is concerned with channels of distribution, the consumer, marketing policies and practices, and federal regulation of distribution. These institutions and functions are examined in the light of their relationship to retailing. The second half-year is concerned with wholesaling and retailing. The evolution of wholesaling and retailing is studied, along with the current trends and developments in these fields, including discount houses, trading stamps, and data processing.

The focus of the course is on the student's understanding of the magnitude and intricacies of the American distribution system, and on how each function relates to the whole.

MR. \_\_\_\_\_.

## 31-2. RESEARCH METHODS

[4 sem. hrs.]

Designed to familiarize students with the nature and purposes of research used by manufacturers and retailers in answering questions concerning their businesses. The first half of the course emphasizes methods of organizing and conducting research projects, the basic techniques needed, and the interpretation of the results. The second half of the course is an actual research project designed, carried out, and interpreted by the students. Through this medium, the students are given practical experience in the use of the methodology to which they have been exposed. The result of the research project is a final, written report presented to the class during the final week.

MR. \_\_\_\_\_.

## 32-1. FASHION

[4 sem. hrs.]

In selling merchandise at any level of the three important stages in the distributive process, from manufacturer to converter, from converter to retailer, and from retailer to consumer, fashion is today a major sales appeal; and for this reason it is emphasized in the Prince curriculum. This course provides for students a background of fashion information of practical value in the buying and selling of merchandise, particularly of ready-to-wear and accessories. It does not concern itself primarily with the details of variations of the current vogue, but rather concentrates on the factors that lie behind the acceptance or rejection of any style. The subject matter includes the development of fashion through the coutures of Europe and the needle trades of the United States, a background of historic costume from which new fashions spring, and a consideration of the "name designers" who create the styles that become the incentive and stimulus for the entire women's apparel industry.

MISS STUART.



## RETAILING

### 40-0. RETAIL MERCHANDISING

[8 sem. hrs.]

Because retail merchandising is a major job area in retail stores and provides a necessary background for work in many related fields, this subject is emphasized throughout the senior year.

During the first semester the responsibilities of a buyer in purchasing merchandise for resale and his relations to other divisions of a store are considered. Since buying is becoming less a matter of selecting merchandise and more the study of customer requirements, of drawing specifications, and of selecting manufacturers best able to follow them, this course offers discussions of the analysis of consumer demand, the development of merchandising policies, and market conditions and representation. Various buying techniques are discussed and the principal objective is to provide a basic knowledge for sound merchandising practices. Emphasis is placed on developing the skills needed to perform successfully in this highly competitive field.

The second semester is concerned primarily with the mathematics of merchandising needed in retailing, and the course concentrates on both the dollar and unit merchandise control problems. Since merchandising is a subject best learned by doing, problems and case work are an important part of the course. Within the limits of time available, the materials previously studied are applied to practical merchandising problems in the form of a merchandising workshop where individual students with the help of merchandising executives collect current problems facing buyers and present them to the class for analysis.

Included as a part of the course is a field trip to the New York market each April. This provides an opportunity for conducted visits to a number of organizations important in fashion and merchandising work.

MRS. HALEY.

### 41-0. TECHNIQUES OF RETAIL SUPERVISION

[8 sem. hrs.]

Problems in working with people, in directing their interest and activity toward a useful common purpose, are today among the most difficult and challenging of executive tasks. This course is designed to awaken students to the importance of this phase of their future work and to develop in them the beginnings of an ability to work effectively with people, both on an individual and a group basis.

Specifically, the purposes of this course are: (1) to make students aware of the importance of well-handled human relationships in the business environment; (2) to acquaint them with the problems they will encounter in their daily contacts with people; and (3) to teach them tested ways of dealing with these situations. Throughout the course emphasis is on the problems and duties of the individual supervisor in her relationships with other members of the organization.

*Human Relations.* After a study of the basic principles of effective supervision, actual incidents are used as the basis for class discussions. Relationships with superiors, associates, and subordinates are considered, and accepted attitudes and practices for effectively working with people in a store or other type of organization are studied.

*Salesgirls Class.* In this section of the course students work on a supervisory level with a group of salespeople sent to the School for specialized training in selling by coöperating Boston stores. Working under supervision, these students are given wide latitude in organizing the course material and preparing lessons according to the needs and abilities of their salesgirls. This provides not only practical teaching experience, but a preview of the problems of supervision they are likely to encounter in the future when dealing with salespeople on the job, and an opportunity to develop the techniques necessary to meet those problems.



*Labor Relations.* The supervisory problems brought about through unionization are presented in this course through a series of lectures and discussions on the development of unionization in the retail field and union-management relations in stores.

MRS. HALEY, MISS STUART.

### 42-1. PERSONNEL ADMINISTRATION

[4 sem. hrs.]

This course emphasizes what prospective executives need to know about personnel management. It concerns itself not so much with the day-to-day problems of the individual supervisor, but with the broader scope of personnel administration within an entire organization. Emphasis is given particularly to retail stores and related organizations. Included in the course are discussions of problems arising from such phases of personnel management as establishing personnel standards, hiring and maintaining sources of labor supply, job and wage evaluation, recruiting, training, controlling labor turnover, merit rating, and promotion plans. Instruction is conducted largely by discussion and the use of the case method. Guest lecturers present problems they have observed as a background for comprehending just what the executive's responsibility is in over-all personnel administration.

MR. \_\_\_\_\_.

### 43-1. SALES PROMOTION

[4 sem. hrs.]

Sales promotion has within the last twenty-five years become increasingly important in all areas of distribution, and is one of the major functional divisions of the retail store. All activities that present the organization and its merchandise to its customers and to the public at large are included in this phase of operation; especially advertising, display, and fashion promotion. This course includes a display workshop in which students practice the designing and construction of window displays, lectures by guest speakers on the advertising and sales promotion programs of their organizations, and an analysis of the duties and responsibilities of the fashion adviser and her role in the sales promotion division. A major class project is the preparation and presentation of a fashion show, a group enterprise involving the activities of all members of the class.

MISS STUART.

### 44-2. PERSONNEL PROBLEMS IN RETAILING

[4 sem. hrs.]

This course is designed exclusively for those students interested in becoming personnel directors and employment managers in retail organizations, and supplements the material presented in *Retailing 42*. The student is given an opportunity to examine and discuss specific current problems facing the personnel executive in stores. The course content varies from year to year depending on the nature of the problems facing retail personnel directors which seem most important. For example, such problems as these may be included: branch store training, current recruiting problems, employee-employer communications in retail organizations, and personnel problems created by extended store hours. Visits to retail employment offices and discussions with those actively engaged in retail personnel work are important parts of the course.

This course is an elective for seniors.

MRS. HALEY.

### 49-2. SEMINAR — CURRENT PROBLEMS IN DISTRIBUTION

[4 sem. hrs.]

This course provides an opportunity for students to review and synthesize much of the material learned in previous courses and in their work experience, and to apply this knowledge to controversial problems confronting executives in the field of distribution. Specific subjects are chosen by the students, and then are assigned to a panel of three or

## HOME ECONOMICS

four who accumulate background knowledge on the problem to be presented for general discussion and exchange of opinions. In this way, students obtain practice in organizing material for group discussion as well as broadening their understanding of the problems currently facing business executives.

MR. \_\_\_\_\_.

## GRADUATE SEMINARS

In addition to the courses described above, seminars are arranged to meet the individual needs and interests of the graduate students.

## HOME ECONOMICS

### 10-2. GENERAL COURSE IN HOME ECONOMICS

[4 sem. hrs.

A course planned exclusively for majors in fields other than home economics. Students have opportunity for study and practical experience in various aspects of personal and family living: home management, housing, nutrition and foods, clothing selection and care, family relations, child development. Through class discussions, projects, and laboratory work students acquire some familiarity with the many factors important for successful home living.

MRS. GAWNE, MISS PATTERSON.

*Enrollment:* limited.

### 15-1. HOME ECONOMICS LECTURES

During the sophomore year, when a general background in home economics is being acquired, students become familiar with the many professional opportunities which are available. Staff members and outside speakers meet with the group to consider specific aspects of the various fields of specialization. A brief history of home economics is included as well as a survey of professional journals, and of organizations and their standards for membership.

MISS ROSS and members of the staff.

### 20-1, 2. CLOTHING

[4 sem. hrs.

The basic principles of clothing construction are taught through the making of blouses, skirts, and dresses of cotton, wool, and silk or synthetic fabrics. Students become aware of the effectiveness of line, proportion, and color; become familiar with the names, characteristics, and care of common fabrics; and acquire experience in fitting and adjusting for individual figure problems. Field trips provide the opportunity to gain an appreciation of custom-made versus "ready-to-wear" clothing.

MRS. FACKTOROFF.

*Enrollment:* limited. Preference is given to students in the School of Home Economics and the Prince School of Retailing.

### [21-2. TEXTILES

[4 sem. hrs.

A study of natural and man-made fibers, yarns, construction methods, design, and finishing agents as related to selection and care of fabrics. Standard textile testing equipment is used in determining fibers and the construction and durability of fabrics through their response to light, strain, rubbing, and washing.

*Prerequisite:* *Chemistry 10* or an equivalent.

Not offered in 1959-60.]

## 22-1. DESIGN

[4 sem. hrs.]

The purpose of this course is to develop the student's creative imagination. She is encouraged to experiment in such fields as interior design, sculpture, painting, drawing, fabric design, advertising, or display. Illustrated lectures and field trips are planned to heighten appreciation of design in contemporary architecture, industrial design, painting, and sculpture.

MRS. POSTLETHWAITE.

*Enrollment:* limited.

## 23-1, 2. FOODS AND NUTRITION

[4 sem. hrs.]

Students learn how to plan, prepare, and serve attractive and well-balanced meals for individual and family groups. A study of the many factors related to food selection and preparation, such as cost, availability, nutritional value, and the social and psychological aspects. In the laboratory basic scientific principles are applied to cooking procedures.

Open to students in other schools.

MISS FISHER, MISS PATTERSON.

## 25-2. NUTRITION

[4 sem. hrs.]

A study of nutrition and its practical application in menu planning and food selection. Students evaluate their own diets and plan the daily food intake of children and adults under varying economic and physiological conditions. A study of food habits and dietary customs which are dependent upon many factors—agricultural, economic, social, religious, psychological, and emotional. Students acquire an appreciation of the relation of nutrition to health and an awareness of community responsibility for various nutrition programs.

MISS ROSS.

*Prerequisite:* Biology 12, Chemistry 10, Home Economics 23, or equivalents.

## 30-1, 2. TAILORING

[4 sem. hrs.]

Tailored suits and coats are constructed using custom tailoring techniques on the one, and dressmaker tailoring techniques on the other. Included are fitting problems, cutting to fit the individual figure, and the pressing and blocking of tailored garments.

MRS. FACKTOROFF.

*Prerequisite:* Home Economics 20.

## 33-1, 2. ADVANCED FOODS

[4 sem. hrs.]

A study of food composition, methods of manufacture, marketing, and food preservation. Laboratory work is designed to develop professional food standards and efficient methods of procedure. Field trips to food production and distribution centers. Articles in current professional journals are analyzed and evaluated.

MISS FISHER, MISS PATTERSON.

*Prerequisite:* Home Economics 23.

## 34-1, 2. HOME MANAGEMENT

[4 sem. hrs.]

The student in this course has practical experience in the many aspects of group living during her eight weeks of residence in the home management house. Activities include food selection, preparation and service, care of the home and its furnishings, the use of modern household equipment, and the entertaining of guests. All students enrolled in this course meet three hours weekly throughout the semester to discuss and study philosophies of homemaking, the process of management, the utilization of the family's resources, standards and variations of planes of living, special managerial problems related to the family life cycle, and work simplification.



## HOME ECONOMICS

Non-resident students should include in their budgets the residence fee of \$225 for the eight weeks' period.

MISS BEVACQUA.

### 35-1, 2. CHILD AND ADOLESCENT GROWTH AND DEVELOPMENT [4 sem. hrs.]

A study of the development of the child from conception through adolescence. Through lectures, discussion, and reading the student gains an understanding of the significance of children's behavior and the importance of early events to the development of the mature personality. Actual experience with young children is provided by observation and participation in the Simmons College Nursery School.

Students not in the School of Home Economics may enroll with permission of the Director.

MRS. COOK.

*Prerequisite:* *Psychology 20*, and permission as above.

*Enrollment:* limited.

### 36-1. FIELD EXPERIENCE IN HOME ECONOMICS EDUCATION [2 sem. hrs.]

Each student teaches a class in foods or clothing in a settlement house in the vicinity of Boston one afternoon each week during the semester. Weekly group conferences are held to organize teaching materials and to discuss teaching techniques, class activities, and the influence of family life on the personality development of children. Individual conferences are held to discuss teaching problems of the individual student.

MRS. KHIRALLA.

*Enrollment:* limited.

### 37-2. DEMONSTRATION TECHNIQUES [4 sem. hrs.]

A course planned to provide opportunity to observe, discuss, and practice food demonstrations. Emphasis is placed on effective techniques for use in demonstrations.

MISS FISHER.

*Prerequisite:* *Home Economics 33* or equivalents and permission of the Director.

### 40-2. CLOTHING DESIGN [4 sem. hrs.]

A basic course in clothing design and pattern drafting. Individual designs in clothing are developed through pattern drafting techniques. Fashion through the centuries is considered, and its influence on designers. The practical effects of times and mores on fashion are brought into focus.

MRS. FACKTOROFF.

*Prerequisite:* *Home Economics 20*, and *Home Economics 30* or permission of the Director.

### 43-2. EXPERIMENTAL FOODS [4 sem. hrs.]

A study of the physical and chemical factors affecting the quality of the cooked product. Analysis of standard recipes and procedures, and a study of results when methods and materials are varied. A review of recent research in foods. Individual problems are planned and executed, and results evaluated by the group.

MISS PATTERSON.

*Prerequisite:* *Chemistry 20* and *Home Economics 33*.

### 45-1. NUTRITION AND DIET THERAPY [4 sem. hrs.]

The course is divided into two units. The first unit includes an evaluation of recent research in the field of nutrition. Students acquire an understanding of the role of each



## HOME ECONOMICS

dietary essential in the maintenance of optimum health and of the many interrelationships of these essentials. The second unit includes a study of the relation of diet to diseases where variations in diet are important in treatment. The class studies changes in metabolism and their relationships to dietary requirements and food intake.

MRS. ABBOTT.

*Prerequisite:* Biology 20, Chemistry 21, Home Economics 25, or equivalents.

### 47-1. CONSUMER EDUCATION

[4 sem. hrs.]

A study of problems in the selection and use of consumer goods and services related to food, clothing, housing, household furnishings, and equipment. Consideration of insurance, credit, government agencies and rulings, and consumer movements is included. The nature and intensity of consumer wants, the family income, the management of money and credit, marketing systems, and the effect of changing business conditions on consumer demand and goods available are considered.

MISS BEVACQUA.

### 51-2. HOUSE PLANNING AND INTERIOR DECORATION

[4 sem. hrs.]

Each student plans the layout and decoration of a house; chooses the community in which the house might be built and the plot of land where it is to be placed; considers traditional and new methods of house planning and building. The course includes the study of the choice and use of furniture; wall, floor, and window treatment, with emphasis on color, line, and texture; and considers budget limitations, family needs, and requirements of modern living.

MRS. O'CONNOR.

### 52-1, 53-2. INSTITUTION MANAGEMENT

[4 or 8 sem. hrs.]

An intensive study of basic scientific management principles intended to prepare the student for positions of leadership in the field of dietetics. Subject matter includes: organization and management, quantity cookery, food and equipment purchasing, and personnel management. Through field experience, related trips, and restaurant shoppers' assignments the student develops an increased understanding of managerial problems. The facilities of the College, of the restaurant and catering departments of the Women's Educational and Industrial Union, and of a representative cross-section of coöperating business and educational establishments provide a variety of case study material.

Upon completion of the course the student is qualified to meet the requirements in institution management necessary for appointment to an approved dietetic internship.

An allowance of approximately \$35 for the year should be provided in the student's budget to cover the cost of transportation and meals when on field assignments.

MRS. DODGE, MISS FAIRCHILD.

*Enrollment:* limited to students following the specialization in Institution Management.

*Offered:* as a year course, or first half may be taken separately with the permission of the Director.

### 54-1. CURRICULUM AND METHODS IN THE TEACHING OF HOME ECONOMICS

[4 sem. hrs.]

Planned for students preparing for educational work in schools and extension services. Before student teaching (*Home Economics 55*), consideration is given to methods of selecting, organizing, and evaluating learning experiences in the teaching of home economics in junior

## HOME ECONOMICS

and senior high schools. After the student teaching period, the class meets in seminar to discuss home economics in vocational and adult education, the professional role of the home economist, and individual teaching problems.

MRS. GAWNE.

*Enrollment:* limited to seniors following the specialization in Home Economics Education. Students enroll concurrently in *Home Economics 55*.

### 55-1. STUDENT TEACHING IN HOME ECONOMICS [6 sem. hrs.]

During a period of six weeks, students observe and teach home economics classes in the junior and senior high schools near Boston. Opportunities are provided to plan experiences for boys and girls in the areas of foods and nutrition, clothing, home management, child care, consumer education, and personal and family relations; and to direct other school activities.

Approximately \$30 should be allowed to cover transportation costs to coöperating centers.

MRS. GAWNE.

*Enrollment:* limited to students enrolled concurrently in *Home Economics 54*.

### 56-2. INTRODUCTION TO PUBLIC HEALTH NUTRITION [4 sem. hrs.]

Designed to help broaden the perspective of the home economics student and to increase her potential sphere of professional influence by developing a general concept of community health services. The course emphasizes the role of nutrition in such public health programs as maternal and child health, school health, chronic disease, and gerontology. Since the nutritionist operates as a member of the public health team, an explanation of the functions and interrelationships of other members of the team — medical health officer, public health nurse, health educator, and sanitarian — is included. Through field work, discussions, and reading, the student becomes familiar with health agencies at the state and local level.

Approximately \$15 should be allowed to provide for transportation costs required for this course.

MRS. CASO.

*Prerequisite:* *Home Economics 25* and *33* or equivalents, and permission of the Director.

### 57-2. FAMILY RELATIONS [4 sem. hrs.]

A study of the basic principles of human relations with special emphasis on preparation for marriage, home and family life, and the interaction of the family and the community. Open to third- and fourth-year students in all schools.

MRS. GAWNE.

*Enrollment:* limited.

### 59-1, 2. FIELD EXPERIENCE IN HOME ECONOMICS [2 or 4 sem. hrs.]

Students are given opportunity for field experience in one of the areas of home economics. This experience should parallel one of the student's major courses or represent advanced work in the area of the student's specialization. Ability to carry on individual work must have been demonstrated, and special permission secured from the instructor and the Director.

Members of the staff.

### 200. THESIS IN HOME ECONOMICS EDUCATION [4-8 sem. hrs.]

Designed for students who have been admitted to degree candidacy in the graduate program in home economics education. Under the guidance of a staff member the student

plans and carries out an individual study in the area of her special interest. Regular conferences are held with the staff member, or systematic reports made to the College throughout the period of registration. The thesis submitted includes results of the study, analysis of data, and an evaluation of findings.

MRS. GAWNE, MISS ROSS, and members of the staff.

### COURSES OFFERED FOR THE SCHOOL OF NURSING

#### 26-1. NUTRITION FOR NURSES

[2 sem. hrs.

A study of nutrition with special application to the problems of the nurse. Students evaluate dietaries and plan menus for children and adults under normal conditions. Some insight is gained into the types of nutrition problems with which a nurse may come in contact in her professional work.

MRS. ABBOTT.

*Prerequisite:* preparation in the basic sciences.

#### 27-2. NUTRITION PROBLEMS IN PUBLIC HEALTH NURSING

[2 sem. hrs.

Planned especially for the experienced public health nurse. Emphasis is placed upon the practical application of recent nutrition research. Students bring to the discussion various nutrition problems they meet in the field. Brief review of diets for ambulatory patients.

MRS. ABBOTT.

#### 29-2. FOOD PREPARATION FOR NURSES

[2 sem. hrs.

Through laboratory work and discussion students learn how to prepare and serve good food which retains food nutrients and is tempting to the patient. Considerable emphasis is placed upon learning how to make wise use of the time spent, to acquire skill in the use of equipment, and to serve food attractively. Study of the composition, selection, and care of food and the planning of appetizing meals which make up a normal diet.

MRS. DAWBER.

#### 39-2. CHILD DEVELOPMENT

[2 sem. hrs.

A study of the development of the child from conception through adolescence. Through lectures, discussion, observation, and reading the student gains an understanding of the significance of children's behavior and of the importance of the home and family in developing personality in these early years.

MRS. COOK.

*Prerequisite:* Psychology 20.

*Enrollment:* limited.

#### A-1. FOODS AND NUTRITION FOR NURSES

A course in food preparation and the principles of nutrition for student nurses in program V. Attention is given to the nutritional value of carefully selected and prepared simple moderately priced meals. Cultural food customs are considered briefly. Ten laboratory lessons are included to provide experience in food preparation and the opportunity to plan efficient management of time and equipment.

MISS FISHER, MRS. DAWBER.

## NURSING

### COURSES IN THE BASIC PROFESSIONAL NURSING PROGRAM

These courses are open only to students in the five-year program (I).

## NURSING

### 1. FUNDAMENTALS OF NURSING I [4 sem. hrs.]

Designed to help the student develop a broader concept of nursing and some beginning nursing skills. It includes study of the historical background of nursing, some of the current trends, and nursing ethics. Through field trips to various agencies in the community concerned with health and welfare and actual patient experience during the second semester, the student gains insight into the functions of nursing in the total health program.

MISS VOORHIES and others.

### 2. FUNDAMENTALS OF NURSING IIA, IIB [10 sem. hrs.\*]

This course brings the student into the hospital situation and develops her awareness of the total health needs of people. Scientific principles underlying nursing practices are studied and applied in the laboratory and at the bedside. The use of therapeutic and chemical agents as they relate to the care of the patient is explored. Areas of study include the aims and methods involved in health teaching.

MISS GORHAM and others.

### 3. MEDICAL AND SURGICAL NURSING [16 sem. hrs.]

The focus of this course is on the comprehensive care of patients with a wide variety of medical and surgical diagnoses. Guided nursing experience is correlated with the classroom presentations. The psychological and social health aspects of disease, teaching needs of the patient and family, preventive medicine, and use of community resources are included in theory and practice. Integrated throughout the course are pharmacology, nutrition, first aid, and disaster nursing.

MISS GOVONI and others.

Massachusetts General Hospital

### 4. PSYCHIATRIC NURSING [4 sem. hrs.]

Guided experience with selected patients in a private psychiatric hospital is combined with classes, clinics, conferences, field trips, and group discussions designed to increase the student's understanding of the total nursing needs of patients and help her to appreciate the factors influencing human behavior in health and disease. Emphasis is placed on the eventual return of the patient to the community and the student has an opportunity to explore and develop her own resources in the process of the patient's resocialization.

MRS. DUTRA and others.

McLean Hospital

### 5. MATERNITY NURSING [4 sem. hrs.]

The program is focused on child bearing as a part of family living, considering the family in its relationship to the community and to society. Emphasis is placed on the role of the nurse in all phases of the maternity cycle and in the newborn period. Correlated with nursing experience in the Out-Patient Department, antepartum and postpartum units, labor and delivery rooms, newborn and premature nurseries.

MISS VARLEY and others.

Boston Lying-in Hospital

\* Nursing IIA, 4 semester hours; IIB, 6 semester hours.



## NURSING

### 6. PEDIATRIC NURSING

[4 sem. hrs.]

This program provides opportunity for the study of the health problems of infants and children. Current trends in diagnosis and therapy are considered, and the role of the nurse in prevention, case finding, guidance of patients and parents, and coordination of resources is stressed. Correlated experience is arranged in meeting the physical and emotional needs of the individual child who is ill and in recognizing the impact of illness on the child and the family. Practice areas include selected divisions of the hospital and the Out-Patient Department.

MISS TRAFTON and others.

Children's Medical Center

### 7. TUBERCULOSIS NURSING

[2 sem. hrs.]

Guided experience in the care of the patient with tuberculosis is combined with clinics, conferences, and individual instruction, to increase understanding of the patient with long-term illness as well as to develop skill in the nursing care and treatment of patients with tuberculosis. The broad implications for prevention and rehabilitation are studied, focusing on the care of the patient with tuberculosis.

Rutland Heights Veterans Administration Hospital

### 8. PUBLIC HEALTH NURSING THEORY AND PRACTICE

[8 sem. hrs.]

The purpose of this course is to provide a correlated block of theory and practice in public health and public health nursing which will develop in the student understandings, appreciations, and skills with which she can subsequently function in a first-level position in public health nursing.

This course includes: Principles and Practices of Public Health Nursing, Introduction to the Field of Public Health Practice, Principles of Biostatistics and Epidemiology, Principles of Community Organization; discussion of the functions and role of various members of the public health team; eight weeks of field experience in selected public health nursing agencies.

MISS VOORHIES, DR. STERNFELD and others.

Public Health Agencies

### 9. SEMINAR IN PROFESSIONAL NURSING

[1 sem. hr.]

Arranged to provide seniors an opportunity to study the historical development and significance of the organized structure of nursing and to consider the responsibility of individual members of the profession in relation to current problems.

MISS CONLEY.

### 10. SENIOR MEDICAL NURSING AND SURGICAL NURSING

[4 sem. hrs.]

This culminating experience in the program provides for the application of previous learning through carefully selected clinical experiences which are correlated with classroom discussion and individual nursing studies.

MISS GOVONI and others.

Massachusetts General Hospital

## COURSES IN THE GRADUATE NURSE PROGRAM

### NURSING

#### 22-1. WARD ADMINISTRATION

[2 sem. hrs.]

Designed to assist the graduate nurse to prepare for a head nurse position in the hospital nursing service. The emphasis is placed upon the theory of democratic administration and

## NURSING

the supervisory responsibilities and skills of the head nurse for meeting the needs of patients and personnel.

MISS HOUSTON.

### 23-2. TEACHING IN THE HEAD NURSE UNIT [2 sem. hrs.]

Emphasis is placed upon the development of a ward teaching program and the factors contributing to the success of the program.

MISS HOUSTON.

### 26-1. PRINCIPLES AND METHODS OF TEACHING [2 sem. hrs.]

Includes the planning, preparation, presentation, and evaluation of the teaching-learning process as related to the practice of nursing.

MISS HOUSTON.

*Prerequisite: Psychology 20.*

### 28-2. FOUNDATIONS OF NURSING [4 sem. hrs.]

Consideration of the historical foundations of modern nursing and of current trends and developments in the field of nursing and nursing education; professional organizations and contemporary developments influencing nursing.

MISS ——— and special lecturers.

### 29-2. THE EDUCATIONAL PROGRAM IN SCHOOLS OF NURSING [4 sem. hrs.]

A study of the philosophy and objectives of professional nursing education in relation to the needs of students and the organization of their educational experience. Considers nursing school programs, their patterns of organization, and requirements of accrediting agencies.

MISS HOUSTON.

*Prerequisite: Nursing 26.*

### 30-1, 2. FIELD WORK [3-6 sem. hrs.]

This course provides for induction into the teaching fields through directed observation, participation, and responsible teaching under guidance in the classroom and the clinical laboratory. This course is open only to specially qualified graduate nurses particularly interested in teaching. Application for field experience should be filed well in advance of the semester in which the student wishes to enroll for the course.

MISS HOUSTON and others.

### 31-1. SOCIAL ANTHROPOLOGY [2 sem. hrs.]

This course is based on the influence of culture on human behavior, including ethnic differences in the meaning of illness and how social classes differ. It includes some recent anthropological studies of the hospital as a social structure.

MISS APPLE.

### 32-1. THE PRINCIPLES OF REHABILITATION RELATED TO NURSING [2 sem. hrs.]

The history and philosophy of rehabilitation, how it relates to nursing, and what are some of its techniques. The course is conducted by lecture, discussion, demonstration, practice, field trips, and films.

MISS GORHAM.

## 33-2. MODERN CONCEPTS OF PSYCHIATRIC NURSING

[2 sem. hrs.]

A review of recent studies and research in the epidemiology, treatment, and prevention of mental disease which influence hospitalization, nursing care, and rehabilitation of the psychiatric patient. Clarification of the role of the psychiatric nurse in the present-day clinical situation is explored. Follow-up care of the psychiatric patient in the community and responsibility of the public health nurse are considered.

MRS. DUTRA, MRS. TWOMEY.

## PUBLIC HEALTH NURSING

## 21-1, 2. INTRODUCTION TO PUBLIC HEALTH NURSING

[2 sem. hrs.]

The general scope of public health nursing and its relationship to developments in the total public health program. The objectives, functions, and philosophy of private and public agencies in rural and urban areas. Emphasis is on the responsibility of the individual public health nurse for adequate family health service, whether she is employed by a board of education, industry, health department, or visiting nurse association.

MISS STIMSON.

## 22-2. ADMINISTRATION OF PUBLIC HEALTH NURSING

[2 sem. hrs.]

This course extends the student's understanding of her administrative responsibilities in public health nursing, particularly in the small agency. Problems of community relationships, use of citizens' committees, records and reports, budgets, publicity, and personnel practices are discussed.

MISS STIMSON.

*Prerequisite:* Public Health Nursing 21 and acceptable experience.

## 23-1. SUPERVISION IN PUBLIC HEALTH NURSING

[2 sem. hrs.]

A discussion of the most effective methods for developing leadership qualities in the staff or senior adviser in both small and large agencies.

MISS VOORHIES.

*Prerequisite:* consent of the instructor.

## 24-2. SPECIAL SERVICES IN PUBLIC HEALTH NURSING

[2 sem. hrs.]

An opportunity for nurses to keep up to date with the newer developments in the fields of cancer, heart disease, venereal disease, maternal and child health; and to better understand the effect of these changes on society. Special lectures highlight the course.

MISS VOORHIES and special lecturers.

## 25-2. MENTAL HYGIENE

[2 sem. hrs.]

The case work discussion approach to the problems of mental health. An opportunity for the nurse to gain a better understanding of herself, her patients, and her community.

MRS. TWOMEY.

## 31-1, 2. PUBLIC HEALTH NURSING FIELD WORK

[5-10 sem. hrs.]

A four-month program of supervised observation and participation in community and family health services. Assignments are made according to the need of the student and the facilities available. The minimum time spent in practice is usually two months, the total time required depending on the quality of the student's prior experience.

MISS STIMSON.

*Prerequisite:* Public Health Nursing 21 and an additional six semester hours of approved courses.

## NURSING

### 32-1. MATERNAL AND CHILD HEALTH

[2 sem. hrs.]

This course is concerned with the characteristics of the areas of maternity and child health as a basis for exploration of the hazards and opportunities, and the best use of health services during these periods.

MISS \_\_\_\_\_.

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The following courses are open only to students in the Graduate Program in Public Health Nursing (VI). See page 88.

### 101-0. ADVANCED PUBLIC HEALTH NURSING SEMINAR

[8 sem. hrs.]

Emphasis is placed on the coördination of course material and the application of principles involved in the field of public health nursing. Attention is focused upon current literature and research with an analysis of the findings.

MISS \_\_\_\_\_.

### 102-1. BIOSTATISTICS

[4 sem. hrs.]

The aim of the course is to prepare the student to interpret and to draw justified conclusions from numerical data. Subjects presented include collection, tabulation, and simple analysis of data.

MISS DROLETTE.

### S103. FIELD EXPERIENCE IN PUBLIC HEALTH NURSING

[4 sem. hrs.]

Students are assigned for a block of eight weeks of field experience at the supervisory level. Assignments are made on the basis of the student's past experience, professional goals, and demonstrated competence. Official and non-official agencies are used. Some of the assignments may be made outside of the New England area. The fee for this course is \$125.\*

MISS \_\_\_\_\_.

### 104-0. RESEARCH INSTRUCTION AND SPECIAL STUDY

[4 sem. hrs.]

The student, with the assistance of the staffs of the coöperating schools, selects a significant area for investigation, establishes criteria for the study, collects and analyzes the data, and writes a report.

MISS \_\_\_\_\_.

### 105-1. CURRICULUM DEVELOPMENT IN NURSING

[4 sem. hrs.]

An advanced course designed for the graduate student who is concerned with the trends and factors which influence curriculum development in nursing education. Discussion considers the current types of curricula along with the principles and problems of curriculum construction.

MISS HOUSTON.

### 106-1. PRINCIPLES OF EPIDEMIOLOGY

[2 sem. hrs.]

Basic principles of the science of epidemiology are presented with examples from both communicable and non-communicable disease. With this is a discussion on statistical methods designed to deal with study of mass problems.

MISS DROLETTE, DR. PHILBROOK.

\*Effective summer 1960.



## PHYSICAL EDUCATION, INDIVIDUAL STUDY

### PHYSICAL EDUCATION

#### PHYSICAL EDUCATION FOR FIRST-YEAR STUDENTS

Participation in two hours a week of physical education is required of all first-year students. Emphasis is placed on the development of good body mechanics to improve physical efficiency and appearance, and on the acquisition of recreational skills which will enable the student to enjoy an activity during and after college. The courses scheduled during the two semesters are: posture and conditioning activities, dance (ballroom; country, folk, and square; modern dance), sports (archery, badminton, basketball, bowling, fencing, golf, horseback riding, softball, swimming, tennis, volleyball).

Additional elective instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the two hours required in the regular program.

MISS ROWE, MISS OLMSTEAD, MRS. GREENE.

#### 21-0. PHYSICAL EDUCATION IN PHYSICAL THERAPY I [2 sem. hrs.]

*Swimming.* One hour a week during the first semester. The theory and practice of fundamental strokes, with emphasis on the development of a maximum of proficiency, confidence, and endurance. Water safety techniques as pertaining to the needs of the physical therapist.

*Rhythmic Activities:* One hour a week during the college year. Basic fundamentals of rhythmic movements, methods and materials in recreational dance — ballroom, folk, country, and square. Practice teaching included.

MISS OLMSTEAD, MRS. GREENE.

#### 31-0. PHYSICAL EDUCATION IN PHYSICAL THERAPY II [2 sem. hrs.]

*Fundamentals of Movement and Gymnastic Exercises.* One hour a week during the college year. Emphasis on the development of correct body mechanics in everyday activities, and an introduction to the techniques of gymnastic activities as a foundation for later courses in corrective exercise.

*Recreation for the Handicapped.* One hour a week during the first semester. Methods and materials in adapted games and sports, and social recreation for physically handicapped children and adults.

MISS ROWE.

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### INDIVIDUAL STUDY

Nearly all departments arrange through individual study courses (numbered 60) to allow a student to concentrate in some field of special interest in which she may do original investigation. These courses are conducted exclusively by individual conferences and reports, and the hours and credits (4 or 8 sem. hrs.) are specifically determined for each student. They are open, with the approval of the chairman of the division, to third- or fourth-year students who have maintained a general average of B, and an average of A — in the chosen field, throughout their college course. A student may register for only one individual study course in any semester.

# General Information

## THE COLLEGE EDUCATIONAL BUILDINGS

### THE MAIN COLLEGE BUILDING

THE main College building is situated near the southern end of The Fenway, facing the city. Here are the administration offices, classrooms, conference rooms, laboratories, auditorium, library, student bookstore, locker rooms, and cafeteria. The building occupies a frontage of 480 feet and has a ground area of about 36,000 square feet. The central portion was completed in 1904, the west wing in 1909, and the east wing in 1929. It may be reached by all Brookline Avenue busses, which leave Kenmore Station, and by all Huntington Avenue cars and busses.

*The College Library.* To supplement instruction in the various courses, the College maintains a working library of approximately 100,000 volumes to which important additions are made each year. An excellent reference collection as well as a broad selection of periodicals is available for the use of students in all departments of the College. Outstanding special collections are maintained in the Schools of Library Science, Social Work, and Retailing.

In Metropolitan Boston, the student has access to one of the world's great library centers. Through coöperative arrangements with many libraries in the Boston area Simmons College students may, upon application to the Director of the College Library, secure readers' or borrowers' privileges at these institutions for materials not available in the College Library.

A competent professional staff assists students and members of the faculty in the use of the Library and in furthering the solution of their individual problems of study and research.

In the late spring of 1959 construction will begin on a new college library building to be located on Avenue Louis Pasteur and The Fenway, at an approximate cost of \$1,600,000, exclusive of furnishings and equipment. This building will provide excellent library facilities to students and faculty, including exhibition areas, browsing rooms, complete audio-visual facilities, lounges, and stack space for 200,000 volumes; and will house the schools of Library Science and Publication. It is expected that the new building will be ready for occupancy no later than September 1960.

*The Gymnasium and the Athletic Ground.* A room on the first floor of the west wing of the main College building is equipped for the Department of Physical Education. The dressing rooms, showers, and lockers are in the base-

## RESIDENCE

ment. In the rear of the College building are the sport fields with an archery range, softball diamond, and tennis courts. Participation in physical education activities is required of all freshmen unless excused by the Health Office. For other students participation in these activities is optional. Each freshman registered in the Department of Physical Education is expected to provide herself with the regulation gymnasium costume.

*The Cafeteria.* The cafeteria is located in the basement of the west wing of the main College building and is open Monday through Friday when the College is in session.

*The Coöperative Store.* The Simmons Coöperative Store, in the basement of the east wing of the main College building, is open every weekday except Saturday from eight-thirty to four o'clock. Here students may purchase or order books, stationery, and so forth. At the end of the year the net profits revert to student organizations.

## SCHOOL OF SOCIAL WORK

Classes for students in the School of Social Work are held at 51 Commonwealth Avenue, Boston. In this building is the library of the School of Social Work, including the important and valuable collection of books and pamphlets relating to charities which was transferred to the College by the Boston Children's Aid Society.

## PRINCE SCHOOL OF RETAILING

Classes in retailing are held at 49 Commonwealth Avenue, Boston, adjacent to the School of Social Work.

## RESIDENCE

ALL undergraduate students who do not live in their own homes or with immediate relatives are expected to live in the College residence halls. Exceptions to this rule may be made only with the *prior* approval of the Dean and any changes in residence during the college year must also receive her approval *in advance*.

The College residence halls are in Boston about a quarter of a mile from the main building. The campus is bounded by Brookline Avenue, Short Street, and Pilgrim Road.

## RESIDENCE

The group consists of:

Arnold Hall	78 Pilgrim Road
Dix Hall	30 Pilgrim Road
Evans Hall	305 Brookline Avenue
Morse Hall	275 Brookline Avenue
North Hall	86 Pilgrim Road
Simmons Hall	255 Brookline Avenue
South Hall	321 Brookline Avenue
Appleton House	291 Brookline Avenue
Brookline House	281 Brookline Avenue
Hastings House	4 Short Street
Longwood House	46 Pilgrim Road
Pilgrim House	54 Pilgrim Road
Turner House	2 Short Street

Most of the rooms in North, South, and Evans Halls are single rooms, but there are a few double rooms and two-room suites with accommodations for three students. All the rooms in Arnold, Dix, Morse, and Simmons Halls are double, as are most of the rooms in the small houses. All students living on campus eat their meals in Bartol Hall, a modern dining hall. Adjacent to Bartol Hall is Alumnae Hall, which serves as a general social center for student activities.

### ROOM FURNISHINGS

The College provides the necessary furniture for all rooms, but does not include rugs or window curtains. The bed is a single couch, three feet wide; pillows are twenty-two inches wide. The student supplies towels, and all her bed linen, including bedspread and blankets. Bed linen is included in the student's personal laundry, for which she makes her own arrangements.

### ASSIGNMENT OF ROOMS

Students already in residence choose their rooms in the spring. Lots are drawn in the order of classes, the juniors having the preference. The payment of a deposit of \$50 is required before any room can be reserved. Rooms are assigned to upperclass students, freshmen, and students entering with advanced standing from other colleges in that order.

Candidates for admission to the College as resident freshmen should make early application to the Director of Admission, since rooms are assigned in the order of application to those whose admission papers are complete by



## ACTIVITIES

August first of the year of entrance. The names of those who apply for rooms after August first or whose admission papers are not complete by that date are placed on a waiting list for residence hall rooms. Notice of room assignment is mailed to the student early in September.

### REGULATIONS

The College residence halls are under the general supervision of the Dean, who is represented by the Director of Students on campus, with a Resident Head in each residence hall. The direction of matters of order and conduct is assumed by the Student Government Association, working in close coöperation with the Dean and the Director of Students.

Students may enter the College residence halls the day before registration opens. They will not be admitted earlier than this date, and are expected to leave the day after their final classes or examinations. Exceptions to this rule are made only with the permission of the Dean or the Director of Students. All College halls and houses are closed during the Thanksgiving, Christmas, and spring vacations. Exceptions are sometimes made at Thanksgiving for foreign students and for other students who live at great distances from the College. Arrangements must be made in advance with the Director of Students.

### FOREIGN STUDENTS

The International Student Association of Greater Boston, of which Simmons College is a member, maintains a Center at 33 Garden Street, Cambridge, Massachusetts, which provides facilities for social and cultural activities for foreign students and their American friends. Activities include teas, lectures, discussion groups, outings, dances, concerts, and hospitality in American homes. Foreign students who arrive in Boston before the College residence halls open may obtain temporary accommodations at the Center.

## COLLEGE AND CAMPUS ACTIVITIES

ALL student activities at Simmons College are closely correlated with the educational program, so that they contribute to the growth of the student in character, poise, and leadership ability.

### ACADEMY

The *Academy* is the honor society of Simmons College. Students of superior attainment may qualify for admission at the beginning of either the junior or the senior year, or at the end of the senior year.

## ACTIVITIES

### STUDENT ORGANIZATIONS

All students registered in the regular undergraduate programs of the College are automatically members of the Student Government Association. Membership of each student implies her assumption of personal responsibility for upholding the standards of integrity stated in the Honor Code. Students do their own work, write papers, and take examinations without Faculty proctoring. In the social realm, students pledge to obey all campus and social regulations made by Student Government. It is expected that they will conduct themselves in a manner acceptable to the Student Government Association's concept and interpretation of the Honor Spirit.

The student organizations of the College which represent the various activities of the students are: Athletic Association, FAD (Films, Art, Discussion), Forum, Glee Club, Modern Dance, Outing Club, Social Relations, Sock and Buskin, Sophomore Workshop, United States National Student Association, Christian Association, Christian Science Organization, Hillel Foundation, Inter-Varsity Christian Fellowship, Newman Club, and Orthodox Club. In addition to these, there are clubs of professional interest.

### STUDENT PUBLICATIONS

In May of each year the senior class publishes the *Microcosm*, which gives information about the senior class, the College faculty, and the various organizations of the students.

*The Simmons News* is published weekly by the students, and contains information on matters of current interest.

*The Simmons Review*, a quarterly magazine, is published for both undergraduates and alumnae. Student writing of merit is accepted for publication.

*Essays and Studies*, published periodically, consists of distinguished papers written by students in any academic or professional course.

*The Student Handbook* describes student activities and College mores, and gives general information about the College.

### ALUMNAE ASSOCIATION

An organization of over 14,000 former students, both graduates and non-graduates, the Alumnae Association serves and extends the interests of Simmons College. While continuing the spirit of fellowship among its members and strengthening their relations with the College, the Association works for the educational interests of women. The Alumnae Office, as well as the office of the all-College publication, *The Simmons Review*, is located at the main College building.

## HEALTH

IT is the purpose of the College to conduct a health program which will result in graduating women physically as well as mentally fit to enter the professions for which they have prepared. All first-year students devote two hours a week to physical education and upperclassmen are encouraged to participate in the activities which interest them. (See page 163.)

No student is permitted to register for a full-time program (twelve semester hours or more) until a satisfactory certificate of health including reports on certain tests, for which the College provides forms, is on file with the College physician. A student returning to the College after absence of a year or more may be required to submit a new health certificate. Good health is important, and any handicap should be mentioned in the application for admission and noted on the health certificate, so that any arrangement for special attention may be made prior to college entrance.

Each young woman who files a health certificate is given a general physical examination by the College physician, or one of her assistants, at the College just before or soon after the beginning of the college year, and whenever thereafter it may seem advisable.\*

A student may be refused admission, or required to withdraw from the College if the examination reveals a condition of health which, in the opinion of the College authorities, makes it unwise for her to undertake or continue college work.

The staff of the Health Department includes the Director of Health, a second physician, a consulting psychiatrist, a roentgenologist, an X-ray and laboratory technician, and resident nurses.

The College physician holds office hours daily in the main College building, and has general supervision of the infirmary. The nurses at the infirmary are directly responsible to the physician. Minor illnesses are treated by the physician either in her office or in the infirmary, but students whose illness may be severe or prolonged are referred to hospitals or approved physicians in the city. The health fee covers a maximum of five days of infirmary care a year, exclusive of medication. Additional infirmary care and any expense for treatment at a hospital or under the care of a consulting physician must be borne by the student or her family, who are if possible consulted in advance. Upon the request of a student's parents, reports of treatments or consultations with the College physician are sent to the family physician. It is requested that parents do not allow students to return to the College at the end of vacations if they have contracted any contagious disease. This includes severe sore throats and any upper respiratory infection in its first three or four days.

\* See page 176.

## DEGREES AND DIPLOMAS

The College does not provide medicines, but such vaccinations or inoculations as may be required as prerequisites by the school in which the student is registered will be given without extra cost to the student. Students in medical technology, five-year nursing (program I), and physical therapy are required to have immunization against smallpox, tetanus, diphtheria, typhoid, para-typhoid, poliomyelitis, and tuberculosis (BCG vaccination). Any necessary diagnostic X-ray work will be done at the College with no additional expense to the student. X-ray examinations which require special apparatus cannot be done at the College and the cost of these must be borne by the student. Routine laboratory tests prescribed by the physician will be done without additional charge. An extra charge will be made for special chemistry and diagnostic tests, as they must be done in outside laboratories.

The College bears no responsibility for medical care of students during the summer months.

The College has arranged to coöperate with an insurance company in offering a voluntary accident and sickness insurance plan. In view of the high cost of hospitalization — from about \$19 a day, in an approved Boston hospital, for board and room in a ward to considerably more in a semi-private or private room — students are urged to avail themselves of the protection offered by this insurance if they have no other suitable plan.

## DEGREES AND DIPLOMAS

A CANDIDATE for a degree or diploma is expected to complete the work of the program in the normal number of college years. When a student enrolled in a program leading to any degree or diploma withdraws for a length of time which would extend the work of the program to a period longer than normal, the nature and amount of the additional work, if any, to be required for satisfactory completion of the program will be determined by the Faculty upon recommendation of the director of the school concerned.

### THE DEGREE OF BACHELOR OF SCIENCE

The requirements for the degree of Bachelor of Science are as follows:

1. All entrance requirements.
2. *English 10* or *11*, or the equivalent.
3. All the prescribed subjects in some definite four-year or five-year program printed in the catalogue, or in some specific program approved by the director of the school.
4. Completion of a minimum of 128 semester hours, of which at least 124 must be completed with a passing grade.



## DEGREES AND DIPLOMAS

5. A quality point average, based on a normal 32-semester-hour program, equivalent to at least 1.75\* in the first three years, and at least 2.0 (an average of C) in the fourth or final year.

An applicant for the degree must do her final year of work at the College.

### THE DEGREE OF MASTER OF SCIENCE

The conditions for obtaining the degree of Master of Science are as follows:

1. Every candidate for the degree of Master of Science must hold the degree of Bachelor of Science from Simmons College, or a baccalaureate degree from some other approved institution.

2. The candidate must offer evidence of satisfactory completion of such courses as may be prescribed as prerequisites to the work of the graduate program he or she seeks to enter.

3. The subjects elected must be approved by the Faculty Committee on Programs and Academic Standing, and by the heads of the schools or divisions in which they are taken.

4. Customarily admission to degree candidacy is granted upon the recommendation of the School concerned after the candidate has satisfactorily completed at least 16 semester hours of work in Simmons College and given convincing evidence of professional promise.

5. The candidate must pursue studies at the College for at least one year after receiving the baccalaureate degree. The year's work must be the equivalent of at least 32 semester hours. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. It is understood that a student's connection with the College may be terminated whenever in the judgment of the Faculty he or she has failed to show efficient industry, scholarship, or professional aptitude.

### DIPLOMAS

Diplomas are granted to students who complete successfully the one-year programs in Publication, in Business, in Medical Record Administration, in Retailing, in Medical Technology, and in Orthoptics, and the year-and-a-half program in Physical Therapy, and who receive a quality rating similar to that required for the baccalaureate degree.

### MARKS AND VALUATIONS

The marks which are given each year, based on the class work and on the examinations given at the end of the course, are: A (excellent), B (good), C

\* See MARKS AND VALUATIONS

## *ADMINISTRATION AND GOVERNMENT*

(fair), D (low), E (failure). The mark of D implies that special conditions regarding dependent courses and graduation may be imposed by the Faculty. In case any such conditions are imposed, both the student and the parents or guardian are notified.

In determining the general quality of a student's work, the following valuations have been established: A = 4, B = 3, C = 2, D = 1.

## *ADMINISTRATION AND GOVERNMENT*

### *ORGANIZATION OF THE COLLEGE*

THE immediate government of the College is entrusted by the Corporation to the College Faculty, which consists of the President, the Dean, the full-time professors of the various grades, the full-time instructors and lecturers having had three years of full-time experience in college teaching, one year of which has been at Simmons College, and such other members of the staff as the Executive Committee may designate.

At the beginning of each year every student is required to register her proposed schedule of studies. After the first year, the director of the school in which a student is pursuing her professional work has the immediate supervision of her progress and standing and must approve all changes in accepted schedules of studies. A change of school after the first year must have the approval of the Committee on Programs and Academic Standing.

All questions regarding the admission of students and the credit to be given for courses completed at other institutions are determined by the committees of the Faculty on admission and programs.

### *ATTENDANCE*

Attendance is expected at all college classes. Students should understand that if they are absent, for whatever reason, instructors are not obliged to grant requests for supplementary work. A student may be required to withdraw from a course in which her absences have been excessive.

College appointments take precedence over any other engagements, including outside employment. The college schedule of classes and laboratories regularly occupies the hours between quarter to nine and ten minutes past four from Monday to Friday, inclusive, except on legal holidays; on occasion, attendance may be required at class exercises meeting at other than these regular hours. The semi-annual examination periods include Saturdays, so that attendance at Saturday examinations may be required. In a few programs, after-hour and Saturday classes are scheduled for the convenience of part-time students.

**CONDUCT AND SCHOLARSHIP**

A student is admitted only on the condition that her connection with the College may terminate whenever, in the judgment of the Faculty, she has failed to show sufficient industry, scholarship, or professional aptitude to justify her relation with the College. A student may be dismissed who does not meet the requirements of conduct and order, or whose behavior is inconsistent with the standards of the College.

**WITHDRAWAL**

A student who is obliged for any reason to withdraw from the College during the academic year is expected to notify the Dean. Her withdrawal becomes effective on the date on which the College receives written notification from her parents or guardian.

**EXPENSES**

THE first bill includes one-half of the annual charge (minus the \$50 registration deposit and the \$50 room deposit), the residence hall key deposit, the first payment of the comprehensive fee, and the deposits required in certain courses. The second bill includes the remainder of the annual charge, the comprehensive fee, and deposits.

Bills must be paid in advance. Payment of the first bill is due not later than October 2, 1959, and of the second bill not later than February 5, 1960. For fourth-year students in medical record administration and medical technology, the first payment is due by June 19, 1959. Checks should be made payable to Simmons College and presented at the Comptroller's Office.

Since commitments for instruction and other arrangements are necessarily made for the full year in advance, no reduction or rebate of charges can be made in cases of extended absence or of withdrawal during the year. The College reserves the right to change any fees at the end of any term should conditions make it necessary.

**APPLICATION FEE**

*A fee of \$10* is required at the time of application. This fee is not returnable and is not applied on any subsequent term bills.

**REGISTRATION DEPOSIT**

*A deposit of \$50* is required of all candidates accepted for admission. After the February meeting of the Committee on Admission the bill for this deposit

## EXPENSES

is enclosed with the formal notification of the applicant's acceptance. This deposit is credited on the first bill, but it is forfeited if the student does not register for work during the year for which she is accepted.

### UNDERGRADUATE FEES

#### *Annual fee for full-time programs*

For resident students (tuition, room, board)	\$1800
For non-resident students (tuition only)	\$900

#### *Fees for special full-time programs*

##### School of Science

##### Final half-year in Physical Therapy

For resident students	\$720
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For non-resident students	\$270
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##### School of Nursing

##### Five-year program (I)

Fourth year	\$500
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Fifth year	\$500*
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#### *Partial program (fewer than twelve semester hours per half-year)*

\$28.50 per semester hour

#### *Summer programs*

\$28.50 per semester hour†

#### *Late registration fee*

\$5 for registration after the dates set for the purpose, unless excused by the Dean.

#### *Late change of school fee*

\$10 for change of school after the beginning of the semester.

#### *Course change fee*

\$2 for each change of course on the student's initiative after the first week of classes.

#### *Make-up examination fee*

\$5 for failure to appear at make-up examination, unless fee is waived by the Dean.

\*Plus approximately \$225 for board and room during Public Health Nursing experience.

†Effective summer 1960.



**RESIDENCE CHARGES**

A deposit of \$50 is required before any room can be reserved. After the February meeting of the Committee on Admission entering students receive the bill for this deposit with the formal notification of acceptance. The entire amount of the deposit is returned if notice is received by the College on or before July first that the student does not wish the room. If the room is given up after July first, this deposit will be forfeited and may not be applied on any subsequent term bill. Unless a room is occupied, it is not reserved after the second week of the college year except by special arrangement.

Rooms are reserved *for the college year*; students are expected not to leave the residence halls unless they withdraw from the College.

Students who plan to enter the residence halls at the beginning of the second semester are required to pay a \$50 deposit before the room assignment can be made. They should see the Director of Students well in advance of the opening of the semester.

For non-resident students registered in *Home Economics 34* for four semester hours' credit, the charge for eight weeks' residence in Pilgrim House is \$225.

The residence charge for undergraduates who live in the residence halls during the seven-week summer session is \$180. (For residence expenses of fourth-year medical record administration students, see page 63.) Information regarding accommodations for other summer students is contained in the bulletins issued by the Schools of Library Science, Home Economics, and Nursing.

A \$5 key deposit is required of all students living in the residence halls.

A \$3 fee is charged for any change of room after the beginning of the college year.

**COMPREHENSIVE FEE**

A comprehensive fee of \$35 per semester is charged to all full-time undergraduate students. This comprehensive fee embraces the student activities fee, which contributes to the support of *The Simmons News*, Student Government Association, the various classes, and other student activities; the health fee; charges for the cost of supplies and materials used in courses; and the graduation fee.

The health fee covers the cost of medical examinations and consultations given by the College physician and her assistants, treatments which may be given by the College nurses, and a maximum of five days of care a year in the College infirmary (with the exception of medications) as advised by the physician. Any infirmary care beyond five days is charged to the student at the rate of \$5 a day. Non-resident students who are confined to the infirmary are charged for their meals at the current rate established by the dining hall

## EXPENSES

management. A fee of \$2.50 is imposed on any student who fails to notify the Health Office if she is unable to meet an appointment made for her physical examination. Simmons College also offers on an optional basis at additional cost Students' Accident and Sickness Reimbursement Insurance. Information concerning this insurance is made available by the Comptroller.

### COURSE FEES

In certain areas students who are not required to pay a comprehensive fee may be charged individual course fees not to exceed \$35 per semester.

### DEPOSITS

In certain programs a deposit is required to cover incidental expenses, the balance to the credit of any student being returned at the end of the course. These deposits, which are payable at the beginning of the course, are as follows:

\$8 for Library Science graduate students and seniors in professional courses.

\$20 for Retailing sophomores.

\$40 for Retailing juniors, seniors, and graduate students.

To cover the cost of field trips, required textbooks, trade magazines, and other materials.

In *Biology 41* and in all chemistry laboratory courses each student is required to purchase a coupon book. Coupons remaining after the final check by the chemistry stockroom may be cashed.

Students enrolled in biology courses will be billed individually for personal breakage of laboratory equipment.

### GRADUATE FEES AND DEPOSITS

#### *Annual fee for non-resident students*

For full-time programs \$ 900

Exceptions:

School of Science

Final half-year in Physical Therapy (IV) \$ 270

School of Nursing

Public Health Nursing (VI)

Regular session (Simmons College and the  
Harvard School of Public Health \$1100

Summer field experience, *Public Health  
Nursing S103* \$ 125\*

\*Effective summer 1960.

## EXPENSES

*Partial program* (fewer than twelve semester hours per half-year)

\$28.50 per semester hour

*Summer programs*

\$28.50 per semester hour \*

*Library Science fees*

A general fee of \$6 each semester and \$3 each summer is required of all full-time graduate students enrolled in professional courses in Library Science. An additional fee of \$2 each is charged for *Library Science 115* and *117*.

A fee of \$2 per course (not to exceed \$6 in any half year) is required of all part-time students enrolled in Library Science courses.

Students registered for *Library Science S204* (Special Library Field Experience) are charged \$115.\*

*Field work fee*

\$10 per semester, required of all students in the School of Social Work enrolled in field work.

*Thesis work*

School of Social Work

\$60 for supervision during each semester in which the candidate is not enrolled in *Social Work 251*,† or \$30 for supervision during the summer months; \$10 reading fee for review of a thesis in final form after end of the summer or semester.

Prince School of Retailing (*in absentia*)

\$60 for supervision during each half-year in which thesis assistance is needed and available after the completion of the year in residence.

*Graduation fee*

\$7.50, required of all candidates for the degree of Master of Science or the diploma.

*Other course fees and deposits, late registration fee, course change fee, and make-up examination fee*

See page 174.

\* Effective summer 1960.

† See page 141.

## FINANCIAL AID

### *Health fee*

\$25, required of all full-time women graduate students except those enrolled in the School of Social Work, the medical record administration program of the School of Business, and non-resident students in program II of the Prince School of Retailing. For a description of the services covered by this health fee see page 175.

## SCHOLARSHIPS AND LOANS

IT is the policy and aim of Simmons College to assist as many worthy and able students as possible to solve their financial problems. Students must apply for such assistance and, except in the case of Regional Scholarships, give accurate evidence of need.

### SCHOLARSHIPS FOR FIRST-YEAR STUDENTS

FRESHMAN. Simmons College makes available a limited number of large *Freshman Scholarships* (up to a maximum of \$1400) for award to candidates of excellent ability who show evidence of financial need. Holders of these scholarships are required to live in the College residence halls. The continuance of these scholarships beyond the freshman year depends upon the need of the student and the quality of her academic work. Application for continuance must be made *annually* before February fifteenth.

There is also a limited number of small scholarships available to both resident and non-resident first-year students.

REGIONAL. Two *Regional Scholarships* of \$900 for each of four years, are awarded to candidates from any state in the United States, exclusive of those in southern New England and the State of New York. Holders of *Regional Scholarships* are required to live in the College residence halls. Application for the continuance of these scholarships beyond the freshman year must be made *annually* before February fifteenth. Such continuance is conditioned upon the maintenance of acceptable academic standing and good college citizenship.

ALUMNAE. The *Simmons College Alumnae Association Scholarship* of \$900 is awarded annually to an entering student. She must give evidence of intellectual ability, be of sound character, and demonstrate need for financial aid. The College will continue these awards for the three succeeding years to the Alumnae Scholars who maintain acceptable academic standing and who are good college citizens, if they make the usual *annual* application.

AGNES M. LINDSAY. For the year 1959-1960, two *Agnes M. Lindsay Scholarships* will be awarded to entering students on the basis of intellectual



ability and need. These scholarships provide \$900 for each of four years, subject to *annual* application before February fifteenth and the maintenance of acceptable academic standing and good college citizenship.

#### PROCEDURE

1. Application must be made for admission to the College. See page 33.
2. Application forms for first-year scholarships may be obtained from the Director of Admission. Both forms must be completed and returned by February fifteenth — one to the office of the Dean of Simmons College, the other to the College Scholarship Service, Box 176, Princeton, New Jersey.

#### SCHOLARSHIPS FOR STUDENTS ENROLLED IN THE COLLEGE

##### QUALIFICATIONS

1. Good character
2. Need for financial assistance
3. Demonstration of interest and success in college studies
4. Good college citizenship

##### PROCEDURE

Application forms may be obtained in the Office of the Dean, and must be returned by February fifteenth of the academic year preceding that for which the scholarship is desired.

#### NAMED OR ENDOWED SCHOLARSHIPS

##### FOR UNDERGRADUATES

The *Winifred Armstrong Scholarship Fund*,\* for the benefit of a student from Calais, Maine.

The *Sarah Louise Arnold Memorial Scholarship Fund*, established by alumnae and friends of Simmons College, for students entering their senior year in any of the Schools.

The *Smith Tinkham Balckham Scholarship Fund*, for the benefit of a graduate of Calais Academy, Calais, Maine.

The *Borden Scholarship Award*, established by the Borden Company Foundation, Inc., to be awarded to that student majoring in Home Economics who, upon entering her senior year of study, has achieved the highest average grade of all similarly eligible students in all preceding college work. The student's curriculum must have included two or more courses in foods and nutrition.

The *B. Marion Brown Memorial Fund Scholarship*, for a student in the School of Science or only in the School of Home Economics who is specializing in chemistry.

\* Open to first-year students.

## FINANCIAL AID

The *Lillian Clark Brown Scholarship Fund*,\* preference being given to a resident of New Britain, Connecticut, in need of financial assistance.

The *Nellie Parney Carter Scholarship Fund*, to be used for maintaining scholarships in the College.

The *Class of 1910 Memorial Scholarship Fund*,\* preferably for the daughter of a Simmons College graduate.

The *Dorothy Cleaveland Scholarship Endowment Fund*, to be used for maintaining scholarships in the College.

The *Fannie F. and Alice W. Clement Scholarship Fund*, for a student in the School of Home Economics.

The *Jane Conard Scholarship Fund*, for students in the School of Home Economics and the School of Library Science.

The *Danielson Memorial Fund Residence Scholarship*, awarded in the spring to an outstanding junior to help defray residence expenses during her senior year.

The *Isabella N. Dunton Scholarship Fund*, to be used for maintaining scholarships in the College.

The *Nancy Kitfield Ellison Memorial Scholarship Fund*, for a student in the School of Nursing.

The *General Ice Cream Corporation Scholarship*, for juniors in the School of Home Economics who need financial assistance for residence in Home Management House.

The *Alice Ives Gilman Scholarship Fund*, established in memory of the late Miss Gilman, an alumna of the College and a member of the administrative staff.

The *Sarah E. Guernsey D.A.R. Scholarship Fund*,\* established by the Massachusetts Chapter of the Daughters of the American Revolution in honor of Mrs. Sarah E. Guernsey, a former President-General of the National Society; preference to be given to an orphan of an American soldier.

The *Hayes Scholarship Fund*, established by Lawrence W. Hayes, for the benefit of a qualified student.

The *Eleanor Hayward Memorial Fund*, for current scholarships.

The *Maria Howard Hilliard Memorial Fund Scholarship*, preferably for a student in the School of Home Economics.

The *LaVern Averill Hodgkinson Scholarship Fund*, established by Mr. and Mrs. Harold D. Hodgkinson in memory of his mother.

The *Mrs. James Holland Memorial Scholarship*, given by the Soroptimist Club of Boston, for a student who has need and who shows promise in the field of publication.

The *Theodora Kimball Hubbard Scholarship Fund*, the income to be used to recognize distinguished scholarship and achievement.

\* Open to first-year students.

## FINANCIAL AID

The *Sarah Orne Jewett Scholarship Fund*, contributed by friends of the late Sarah Orne Jewett, preference to be given to a student from Maine.

The *Mary Morton Kehew Scholarship Fund*, established as a memorial by the family of the late Mrs. Mary Morton Kehew, for many years a member of the Corporation of Simmons College.

The *Ellen F. and Ida M. Mason Scholarship Fund*, for needy and deserving students.

The *Microcosm Scholarship*, provided from funds accumulated by the successive boards of editors of the *Microcosm*.

The *Emily Burns Mitchell Scholarship Fund*,\* preferably for a graduate of Calais Academy and High School, Calais, Maine.

The *Evangeline Hall Morris Memorial Scholarship Fund*, for a student in the School of Nursing.

The *Frances Rollins Morse Memorial Scholarship Fund*, established by friends of the late Miss Morse, a charter member of the Corporation and for many years a devoted friend of the College and its students. It is awarded to the applicant in the senior class who is regarded as most worthy of recognition.

The *Helen R. Norton Scholarship Fund*, for a student in the Prince School of Retailing.

The *Paramount Uniform Award*, for the sophomore student in the School of Nursing who has exceptional professional aptitudes.

The *Emerette O. Patch Fund*,\* preference being given to applicants who are graduates of the Girls' High School of Boston, or who are graduates of the High School of Lexington, Massachusetts, provided that each applicant from the last-named school shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

The *Florence Stinchfield Patch Fund*,\* preference to be given to graduates of the High School of Lexington, Massachusetts, provided that each applicant shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

The *Permanent Charity Fund, Incorporated*, grant to the College for needy students.

The *John C. and Harriet W. Phillips Fund*, to be used for maintaining scholarships in the College.

The *Phyllis Dawson Rowe Scholarship Fund*, for a student, preferably a junior, in the School of Home Economics.

The *Mrs. Winthrop Sargent Scholarship Fund*, established in memory of the late Mrs. Winthrop Sargent of Boston, for the benefit of students in the School of Home Economics.

The *Sewall Scholarship Fund*, derived from the accumulated fund of the former Boston Cooking School Corporation and available for students in the School of Home Economics.

The *Miriam Franc Skirball Scholarship Fund*, established by friends in memory of the late Mrs. Skirball, a former instructor in the Department of English, to be awarded annually with the advice of the Director of the School of Publication.

\* Open to first-year students.

## FINANCIAL AID

The *Caroline T. Slater Scholarship Fund*, a gift of the trustees of the Andrew C. Slater Fund, preference to be given to a student from Massachusetts.

The *Dorothy Spaulding Scholarship Fund*,\* preference to be given to a graduate of Potter Academy, in Sebago, Maine.

The *Katharine Lent Stevenson Scholarship Fund*,\* for the benefit of a member of the Woman's Christian Temperance Union, which reserves the right to appoint or approve recipients of the scholarship.

The *Mary Bosworth Stocking Fund*, preferably for a student in the School of Home Economics.

The *Student Aid Fund*, to aid needy and deserving students.

The *Sutter Memorial Scholarship Fund*, established in memory of the late Emma M. Sutter.

The *May Alden Ward Memorial Scholarship Fund*, established by various organizations and individuals in memory of the late Mrs. May Alden Ward, preference to be given to a Massachusetts student.

The *Helen H. White Scholarship Fund*, to aid needy and deserving students.

The *Amasa J. Whiting Scholarship Fund*, to assist in the payment of the tuition of a qualified student.

The *Women's Scholarship Association Fund*.\* Scholarships from this Fund are available for the aid of young women in general and Jewish young women in particular. Applicants must reside within a twenty-five mile radius of Boston. Preference is given to students entering the first-year class. The scholarship is awarded to a candidate recommended by the Women's Scholarship Association. Applications should be sent to Mrs. I. O. Goverman, 120 Amory Street, Brookline 46, Massachusetts, or Mrs. Lawrence Fine, 34 Rochester Road, Newton 58, Massachusetts.

## SIMMONS COLLEGE GREATER BOSTON SCHOLARSHIP PROGRAM

There are available under this program a number of scholarships\* for commuting students.

### SCHOLARSHIPS FOR GRADUATE STUDENTS

#### PROCEDURE

Application forms may be obtained in the Office of the Registrar.

#### *In the School of Social Work*

The *Alice M. Bell Scholarship Fund*, for a student attending the Simmons College School of Social Work, with preference to a student residing in Andover, Massachusetts.

The *Permanent Charity Fund, Incorporated*, grant to the College for needy students.

\* Open to first-year students.



## FINANCIAL AID

The *Nora Saltonstall Scholarship Fund*, a memorial scholarship for the benefit of a student in the School of Social Work.

The *Edna G. Spitz Scholarship*, for students in the School of Social Work.

For a foreign student, one \$900 scholarship.

In the *Prince School of Retailing*

The *Prince School Graduate Scholarships*, given for professional competence and need.

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For a foreign student in Library Science, Retailing, or Nursing, one \$1800 scholarship.

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In addition to the scholarships listed above, a limited amount of scholarship assistance is available to graduate students whose applications for admission have been accepted.

## LOANS

Loans are available for application toward College charges only. Repayment may be made in small amounts, at specified times, after the student graduates. No interest is charged for student loans. Application forms may be obtained in the Office of the Dean.

## SCHOLARSHIP AID OFFERED BY ALUMNAE CLUBS

The following Simmons Clubs provide a certain amount of scholarship aid:

Boston (Massachusetts)	Rhode Island
Cleveland (Ohio)	Rochester (New York)
Hartford (Connecticut)	South Shore (Massachusetts)
Merrimack Valley (Massachusetts)	Southern Fairfield County (Connecticut)
New Haven (Connecticut)	Washington (D. C.)
North Shore (Massachusetts)	Wellesley-Needham (Massachusetts)
Philadelphia (Pennsylvania)	Westchester County (New York)
Portland (Maine)	Worcester (Massachusetts)

*Procedure.* For information, write to the Office of the Dean, Simmons College.

## THE ALUMNAE AWARDS

The *Alumnae Honor Award*, a prize of one hundred dollars, is given to the senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

## FINANCIAL AID

The *Alumnae Scholarship Award*, a prize of one hundred dollars, is given to a senior distinguished as to scholarship who comes recommended by the school in which she is enrolled as the most promising in her chosen field.

## OTHER AWARDS

The *Palmer Award*, for the student who has the best record and the greatest promise in the field of social studies.

The *Robert Rankin Award*, for the senior who best displays the qualities of friendliness, understanding, and interest in her fellow men which were evident in Dr. Robert Rankin.

The *Catherine Jones Witton Memorial Award*, for the outstanding senior specializing in biology.

The *Prince School Founder's Prize*, for the outstanding member of the graduating class in the Prince School of Retailing.

## OPPORTUNITIES FOR EARNING EXPENSES

It is the policy of the College to advise a prospective student who is planning to earn part of the cost of her education to enter only if she can meet the expenses of the first year at least. When she has demonstrated her ability to carry the work of the College, she may assume the added responsibility of a few hours of work per week toward partial self-maintenance. All students seeking work opportunities should register their qualifications and needs in the Placement Office.

Students in good academic standing may sometimes earn money during the college year by tutoring, assisting laboratory instructors, doing clerical work or helping in the cafeteria, dining hall, or library at the College or other institutions in the immediate vicinity. The Placement Office is glad to assist also in securing such part-time work as the city affords (sales, office work, recreation in community centers, baby-sitting, and so forth), as well as in finding full-time summer employment.

Third- and fourth-year students may sometimes earn board and room by assisting in some capacity in private families. Such arrangements must be made through the Dean's Office. Permission is granted only to those whose health and academic standing have been approved by the College Physician and the Dean.

## BEQUESTS

THE Corporation of Simmons College welcomes gifts to be devoted to the general purposes of the College, to permanent endowment, to scholarships, to buildings, or to such other use as the donor may specify. Such gifts may take the form of a memorial to a person whom the donor designates or to the donor himself. Bequests to Simmons College, a charitable educational corporation, are free from whatever inheritance or succession taxes are ordinarily imposed and gifts to the College are not reduced by such taxes.

### *SUGGESTED FORM FOR SPECIFIC BEQUEST*

"I give, devise, and bequeath to Simmons College, a corporation duly established under the laws of Massachusetts, and located in the City of Boston, the sum of . . . . . dollars, to be applied to the general uses and purposes of said institution."

### *SUGGESTED FORM FOR RESIDUARY BEQUEST*

"I give, devise, and bequeath to Simmons College, a corporation duly established under the laws of Massachusetts, and located in the City of Boston, all the rest, residue, and remainder of my property, real or personal, of which I may die seized or possessed or to which I may be entitled at the time of my decease, to be applied to the general uses and purposes of said institution (or for express separate purposes of the institution such as may be defined in the terms of the will itself)."

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## INFORMATION

*All requests for application forms or for information with regard to the College should be addressed to the DIRECTOR OF ADMISSION, SIMMONS COLLEGE, THE FENWAY, BOSTON 15, MASSACHUSETTS. Copies of the other publications of the College are gladly furnished upon request. They include:*

"DID YOU ASK ABOUT SIMMONS?"

THE GRADUATE BULLETIN OF THE SCHOOL OF LIBRARY SCIENCE

THE BULLETIN OF THE SCHOOL OF SOCIAL WORK

THE BULLETIN OF THE PRINCE SCHOOL OF RETAILING

THE ANNOUNCEMENTS OF THE SUMMER SESSIONS

THE ANNOUNCEMENTS OF AFTER-HOUR AND SATURDAY CLASSES

THE REGISTER OF OFFICERS AND STUDENTS



# SIMMONS COLLEGE REGISTER OF OFFICERS AND STUDENTS

1959-1960



DECEMBER 1959





## DIRECTORY

### MAIN COLLEGE BUILDING

The Fenway, Boston 15

Administration; College Policy

Instruction

Residence; Scholarships; Student Welfare

Admission

Courses; Publications

Fees; Building Equipment

Placement of Graduates; Student Employment

Office of Resources

Alumnae Association

LO ngwood 6-7400

President

Dean of Instruction

Dean

Director of Admission

Registrar

Comptroller

Director of Placement

Director of the Office

Alumnae Secretary

CO mmonwealth 6-0738

CO mmonwealth 6-4180

AS pinwall 7-5494

AS pinwall 7-4432

LO ngwood 6-5024

### SCHOOL OF SOCIAL WORK

51 Commonwealth Avenue, Boston 16

### PRINCE SCHOOL OF RETAILING

49 Commonwealth Avenue, Boston 16

### RESIDENCE HALLS\*

Director of Students

255 Brookline Avenue, Boston 15

Manager of Residence

321 Brookline Avenue, Boston 15

Infirmary

94 Pilgrim Road, Boston 15

\*For individual halls and houses, see page 48.

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# CALENDAR \*

1959-1960

SEPTEMBER 21	Freshman Orientation begins
SEPTEMBER 23-25	Registration†
SEPTEMBER 28	College year begins
OCTOBER 12	Columbus Day holiday
NOVEMBER 11	Veterans Day holiday
NOVEMBER 25	College closes at noon

## THANKSGIVING RECESS

NOVEMBER 30	College opens
DECEMBER 18	College closes

## CHRISTMAS VACATION

JANUARY 4	College opens
JANUARY 26	Classes end
JANUARY 27	Commencement Day for Physical Therapy Students
JANUARY 28	Examination period begins
FEBRUARY 5	Examination period ends
FEBRUARY 8	Second half-year begins
FEBRUARY 22	Washington's Birthday holiday
MARCH 25	College closes

## SPRING VACATION

APRIL 4	College opens
APRIL 19	Patriots' Day holiday
MAY 27	Classes end
MAY 30	Memorial Day holiday
MAY 31	Examination period begins
JUNE 9	Examination period ends
JUNE 12	Commencement Day

*For variation in the following programs, see the general catalogue: Medical Record Administration, fourth-year and graduate; Prince School of Retailing, fourth-year and graduate; Physical Therapy, fourth-year and graduate; Medical Technology, fourth-year and graduate; and School of Nursing, program I.*

*For after-hour and Saturday classes, see the appropriate announcement.*

*IV program, registration September 24.*

# SIMMONS COLLEGE



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1959—1960

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ERWIN H. SCHELL

ERWIN D. CANHAM

*be President of the College and the Chairman of the Corporation are ex-officio members of each of the Standing Committees.*

*Chairmen of the Standing Committees are ex-officio members of the Executive Committee.*

## THE SIMMONS COLLEGE ASSOCIATES

*An advisory board organized to aid in the interpretation of the College to the community and consisting of the Dean, the women who are members of the Corporation, and such persons as may be appointed to further the interests of the College.*

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THE DIRECTOR OF THE SCHOOL  
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MR. CONRAD VAN HYNING  
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MR. JOHN S. DAWSON

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MR. HOWARD GAMBRILL, JR.  
MR. JOHN HARRIMAN  
MRS. FRANK J. KENNEY

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MR. JAMES H. FAIRCLOUGH, JR.  
MR. GEORGE HANSEN

MR. HAROLD D. HODGKINSON  
MR. GEORGE E. LADD, JR.  
MISS OLIVIA ROBINSON  
MISS EDNA L. SOMERS  
MR. CHARLES A. WHIPPLE

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THE DIRECTOR OF THE SCHOOL

MRS. BANCROFT BEATLEY  
DR. HUGH R. LEAVELL

MRS. FRANCIS W. SEARS

## COLLEGE ADMINISTRATION

### *President*

*Vice-President, and Dean of Instruction*

*Treasurer and Comptroller*

*Dean*

*Dean of the Graduate Division*

*Assistant to the President*

*Registrar*

*Director of Admission*

*Director of Placement*

*Director of Health*

*Director of the Library*

*Director of the Office of Resources*

*Director of Publicity*

*Coördinator of Veterans' Education*

*Executive Secretary of the Alumnae Association*

WILLIAM E. PARK

J. GARTON NEEDHAM

RICHMOND K. BACHELDER

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WYLIE SYPHER

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EMILY G. WEBB

YVONNE R. BROADCORENS

RAYMOND E. NEAL

BERNICE J. POUTAS

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*\*On sabbatical leave, 1959-60.*



## OFFICERS OF INSTRUCTION AND ADMINISTRATION

*This Directory lists in alphabetical sequence the full names, academic degrees, full titles, addresses, and local telephone numbers of all officers of instruction or administration of Simmons College as of November 15, 1959. (The number in the right-hand margin indicates the Simmons telephone extension.)*

- ABBOTT, DIANA BALLIN, A.M., M.P.H.  
(Mrs. John A. Abbott)  
*Lecturer on Nutrition* CL earwater 9-8359 (73)  
Beaver Pond Rd., Lincoln
- ABBOTT, MARGIA HAUGH, Ph.B.  
(Mrs. Arthur H. Abbott)  
*Associate Professor of Textiles, Emeritus* 17 South Ave.  
Battle Creek, Mich.
- ACHESON, EUGENE ADAM  
*Superintendent of Maintenance* VO lunteer 2-5379 (18)  
2634 Massachusetts Ave., Lexington 73
- ADAMS, HELEN GOLLER, A.M.  
(Mrs. Frank W. Adams)  
*Professor of Secretarial Studies, Emeritus* KE nmore 6-4600  
466 Commonwealth Ave., Boston 15
- ADAMS, MARY ELIZABETH  
*Assistant in the Office of the Alumnae Association* IV anhoe 4-7342 (60)  
66 Slade, Belmont 78
- ADDELSON, EDWARD HARRIS, Ph.D.  
*Assistant Professor of French and Latin* AS pinwall 7-2567 (52)  
108 University Rd., Brookline 46
- ANAGNOS, MADELINE PETER, A.M.T.  
*Instructor in French* JA maica 4-5290 (52)  
7 Belmore Ter., Jamaica Plain 30
- ANDERSON, FREDERICK MITCHELL, A.M.  
*Assistant Professor of Philosophy and Education* TR owbridge 6-3989 (59)  
145 Austin, Cambridge 39
- ANDERSON, SYLVIA ANN  
*Assistant in the Office, School of Library Science* NE ptune 1-0186 (68)  
13 Beacon, Marblehead
- APPLE, DOROTHY DORRIAN, Ph.D.  
*Lecturer on Social Anthropology* TR owbridge 6-9199 (82)  
18 Chauncy, Cambridge 38
- BACHELDER, RICHMOND KNOWLTON, B.B.A.  
*Treasurer and Comptroller* BI gelow 4-8753 (77)  
21 Hammond Pond Pkway., Chestnut Hill 67
- BAGNELL, DOROTHY RING, S.B., R.N.  
*Special Instructor in Clinical Nursing* GR anite 9-5328  
100 Forbes Hill Rd., Wollaston 70
- BALDWIN, WOODROW W., Ed.D.  
*Professor of Business, and Director of the School of Business* CO pley 7-0506 (46)  
337 Beacon, Boston 16
- BANDLER, LOUISE SILBERT, M.S.S.  
(Mrs. Bernard Bandler)  
*Lecturer on Psychiatric Social Work* KI rkland 7-3625  
157 Brattle, Cambridge 38

- BANKS, HENRY HERMAN, M.D.  
*Lecturer on Orthopedics and Cerebral Palsy* BE acon 2-8000  
Peter Bent Brigham Hosp.  
Boston 15
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*Special Instructor in Economics* TR owbridge 6-4654 (44)  
9 Channing, Cambridge 38
- BARRON, ARTHUR HENRY  
*Lecturer on Personnel* HI llcrest 4-7158 (49)  
35 Longfellow Rd., Needham 94
- BARRON, MARILYN MAYBURG, S.M.  
(Mrs. Julian M. Barron) BE acon 2-4297  
1126 Commonweath Ave., Allston 34  
*Special Instructor in Corrections*
- BATTICK, BETSY LEE BRACKETT, A.B., R.N.  
(Mrs. John F. Battick) CO mmonwealth 6-5217  
42 Peterborough, Boston 15  
*Instructor in Clinical Nursing*
- BEATLEY, BANCROFT, Ed.D., Litt.D., LL.D.  
*President, Emeritus* IV anhoe 4-2755  
211 Marsh, Belmont 78
- BECK, WILLIAM SAMSON, M.D.  
*Lecturer on Hematology and Diagnostic Methods* LA yayette 3-8200  
Massachusetts General Hosp.  
Boston 14
- BECKER, JANE ELEANOR  
*Secretary to the Director, School of Business* BE acon 2-8121 (46)  
60 Gorham Ave., Brookline 46
- BECKLER, EDITH ARTHUR, S.B.  
*Assistant Professor of Public Health, Emeritus* 3 Concord Ave., Cambridge 38
- BELANGER, MAURICE LEO, Ed.M.  
*Special Instructor in the Teaching of Science and Mathematics* UN iversity 8-7993 (59)  
1431A Cambridge, Cambridge 39
- BENSON, STIENA ELIZABETH, Ed.M.  
*Librarian of the School of Social Work and of the Prince School of Retailing* KE nmore 6-4698  
173 Newbury, Boston 16
- BERE, ETHEL MILDRED, S.B.  
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27 Clements Rd., Waltham 54  
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(Mrs. Clarence Q. Berger) DE catur 2-4353  
529 Ward, Newton 59  
*Assistant in Social Work*
- BERNSTEIN, NORMAN RALPH, M.D.  
*Lecturer on Psychology* LA yayette 3-1185  
275 Charles, Boston 14
- BEVACQUA, KATHERINE MARY, S.M.  
*Instructor in Home Management* BE acon 2-6075 (73)  
54 Pilgrim Rd., Boston 15
- BIBRING, GRETE LEHNER, M.D.  
(Mrs. Edward Bibring) BE acon 2-4400  
Beth Israel Hosp., Boston 15  
*Special Lecturer on Analytic Psychology*

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- BLACK, FRANCES DENISE  
*Assistant in the Office of the  
Alumnae Association* LO ngwood 6-4780 (60)  
173 Davis Ave., Brookline 46
- BLISS, ALLEN DOUGLASS, Ph.D.  
*Professor of Chemistry* LA sell 7-8877 (37)  
100 Devonshire Rd., Waban 68  
New Hampton, N. H.
- BLOOD, ALICE FRANCES, Ph.D.  
*Professor of Nutrition, Emeritus*
- BLUNT, FLORENCE TOLMAN, A.B., B.L.S.  
*Assistant Professor of Library Science, Emeritus* 90 Webster, Haverhill
- BOEDER, PAUL, Ph.D.  
*Lecturer on Physiological Optics* 346 Hutchinson Ave.  
Iowa City, Iowa
- BONNER, FRANCES JONES, M.D.  
(Mrs. Charles D. Bonner) CO mmonwealth 6-5017  
*Special Lecturer on Social Psychiatry* 127A Bay State Rd., Boston 15
- BOSWORTH, RAYMOND FRANCIS, A.M.  
*Professor of English, and Director  
of the School of Publication* HI llcrest 4-3252 (74)  
549 High Rock, Needham 92
- BOUDREAU, JAMES ARTHUR, A.M., S.M.  
*Lecturer on Library Science* LA sell 7-2599 (69)  
12 Oakwood Rd., Auburndale 66
- BOWLER, MARION EDNA, A.M.  
*Associate Professor of Romance Languages, Emeritus* CO mmonwealth 6-5350  
87 St. Stephen  
Boston 15
- BOYLSTON, RUTH HARRINGTON, A.B.  
(Mrs. Clarence A. Boylston) (59)  
*Assistant in the Office, Division of Philosophy,  
Psychology, and Education* 38 Jamaica, Jamaica Plain 30
- BRATTON, VIRGINIA LOUISE, S.B.  
*Assistant Professor of Graphic Arts* KE nmore 6-6754 (74)  
396A Beacon, Boston 16
- BRAUNER, PHYLLIS AMBLER, Ph.D.  
(Mrs. William Brauner) CE dar 5-7849 (36)  
*Assistant Professor of Chemistry* 15 Benton, Wellesley 81
- BRIGHAM, VIRGINIA MAY, Ph.D.  
*Associate Professor of Physics* IV anhoe 4-7729 (56)  
15 Bellevue Rd., Belmont 78
- BROADCORENS, YVONNE RAMAUT, S.B.  
(Mrs. Gustaf Broadcorens) EX port 6-6378 (51)  
*Director of Publicity* 24 Burnside, Medford 55
- BROOKE, ALICE ROBINSON, A.B.  
*Secretary to the Director of Placement* UN iversity 4-0253 (31)  
20 Ware, Cambridge 38
- BROWNE, ALMA ESTES, S.B.  
*Library Assistant* FA irview 5-2930 (67)  
170 Stratford, W. Roxbury 32
- BUCKINGHAM, BARBARA FENNEY, A.B.  
(Mrs. John R. Buckingham) CO play 7-4285 (25)  
*Secretary in the Admission Office* 143 Bay State Rd., Boston 15

- BURKE, MARGUERITE ELIZABETH, A.B.  
*Special Instructor in Bacteriology and Serology* LA fayette 3-8200  
Massachusetts General Hosp.  
Boston 14
- BUSH, LYLE KENNETH, A.M.  
*Associate Professor of Art* JU stice 5-3497 (51)  
King Phillips Path, Duxbury
- CAMPBELL, LESLIE LYLE, Ph.D.  
*Professor of Physics, Emeritus* 101 E. Washington  
Lexington, Va.
- CARSON, MARY HARTWELL, A.B.  
*Special Instructor in French* UN iversity 4-9454 (52)  
6 Ellsworth Ave., Cambridge 39
- CARTER, DOROTHY LOCKE, S.B.  
(Mrs. Leroy B. Carter) PR esident 3-8160  
182 Warren Ave., Wollaston 70  
*Secretary to the Director, Prince School of Retailing*
- CARTON, AARON SÜSS, A.M.  
*Special Instructor in Psychology* UN iversity 4-6234 (59)  
90 Hancock, Cambridge 39
- CARTWRIGHT, MADELINE LEWIS, A.M.  
(Mrs. Lewis Cartwright) AS pinwall 7-5494  
255 Brookline Ave., Boston 15  
*Director of Students, Residence Halls*
- CASO, ELIZABETH KINGSBURY, S.M.  
(Mrs. Pasquale A. Caso) JA maica 2-2163 (73)  
248 Moss Hill Rd., Jamaica Plain 30  
*Lecturer on Public Heath Nutrition*
- CASTLEMAN, BENJAMIN, M.D.  
*Lecturer on Applied Histology, and Medical Director of the Program in Medical Technology* LA fayette 3-8200  
Massachusetts General Hosp.  
Boston 14
- CHAMBERS, IRENE McALLISTER, A.M., S.B.  
*Professor of Retailing, Emeritus* 1 Crown Cir.  
Bristol, Tenn.
- CHANDLER, ELEANOR KAY  
(Mrs. Robert B. Chandler) AS pinwall 7-6633  
78 Pilgrim Rd., Boston 15  
*Resident Head, Arnold Hall*
- CHANNING, ALICE, Ph.D.  
*Professor of Social Economy, Emeritus* KI rkland 7-3566  
45 Langdon, Cambridge 38
- CHAPMAN, CAROLINE FIELD, S.B.  
(Mrs. Field Chapman) BE acon 2-5180 (21)  
370 Longwood Ave., Boston 15  
*Assistant to the President*
- CHRYSLER, J. MOSS  
*Resident Head, South Hall* BE acon 2-8048  
312 Brookline Ave., Boston 15
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203 Park Dr., Boston 15
- CLEAVES, BURTON ABERCROMBIE, Mus.M.  
*Assistant Professor of Music, and Director of Musical Activities* CE dar 5-5357 (85)  
21 Boulevard Rd., Wellesley Hills 81
- CLIFTON, ELEANOR, A.M.  
*Dean* CE dar 5-5378 (24)  
6 Wellesley Ave., Wellesley 81



- COFFIN, HAZEL SHARPE, R.N.  
(Mrs. John Coffin)  
*Resident Nurse, Infirmary*  
LONGwood 6-5024  
94 Pilgrim Rd., Boston 15
- COFFIN, JEAN LAMBERT, S.B.  
*Special Instructor in Occupational Therapy*  
LAfayette 3-8200  
Massachusetts General Hosp.  
Boston 14
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(Mrs. George R. Coffman)  
*Associate Professor of German, Emeritus*  
LA sell 7-1523  
26 Hollis, Newton 58
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*Lecturer on Physical Therapy, and*  
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BEacon 2-7800  
Children's Medical Center, Boston 15
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*Lecturer on Pathology*  
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120 The Riverway, Boston 15
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WOodward 9-9746 (82)  
30 Eden Ave., W. Newton 65
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*Lecturer on Medical Record Administration,*  
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*Medical Record Administration*  
LAfayette 3-8200  
Massachusetts General Hosp.  
Boston 14
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Hartford St., Dover
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*Instructor in Clinical Nursing*  
AVenue 2-6141  
81 Millet, Dorchester 24
- COULTER, ISABELLA KELLOCK, A.M.  
(Mrs. Jeremy A. Coulter)  
*Professor of Advertising*  
MISSION 3-2108 (48)  
12 Valley Rd., Arlington 74
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(Mrs. Phillip Cowin)  
*Lecturer on Medical Social Work*  
BEacon 2-1651  
120 Amory, Brookline 46

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*Assistant to the Director, School of Library Science* 129 Arlington, Newton 58
- CROCKETT, ALICE LOUISE, A.M. ST adium 2-2698  
*Assistant Professor of English, Emeritus* 92 Gordon, Brighton 35
- CUMINGS, RUTH GOODRIDGE, R.N., A.M. LO ngwood 6-2380  
 (Mrs. Ruth G. Cumings) Harvard School of Public Health  
*Consultant in Public Health Nursing* Boston 15
- CURRAN, ROBERT JOSEPH, A.B. OL ympic 3-7342 (59)  
*Special Instructor in Psychology* 102 Bacon, Natick
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*Director of Admission* 259 Beacon, Boston 16
- DANA, BESS SCHLESS, M.S. in S.A. KE nmore 6-7883  
 (Mrs. Lester H. Dana) 79 Bay State Rd., Boston 15  
*Associate Professor of Social Economy*
- DANIELS, JOAN BUSH, S.B. LO ngwood 6-0463 (38)  
 (Mrs. Herbert R. Daniels) 96 York Ter., Brookline 46  
*Lecturer on Virology*
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*Cataloguer* 67 Pelham, Newton Centre 59
- DAWBBER, ELEANOR RONIMUS, S.B. CE dar 5-5788 (73)  
 (Mrs. Thomas R. Dawber) 39 Sheridan Rd., Wellesley Hills 81  
*Special Instructor in Foods*
- DAWSON, JACQUELINE MARGARET BE acon 2-6491 (51)  
*Assistant in the Office of Publicity* 23 Wait, Roxbury 20
- DEANE, STEPHEN RUSSELL, Ph.D. CE dar 5-3347 (65)  
*Professor of Psychology, and Chairman of the Division of Philosophy, Psychology, and Education* 37 Kirkland Cir., Wellesley Hills 81
- DEUTSCH, SUZANNE ZEITLIN, S.M. KI rkland 7-7138  
 (Mrs. Martin Deutsch) 43 Reservoir, Cambridge 38  
*Lecturer on Medical Social Work*
- DIAL, FLORENCE SOPHRONIA LO ngwood 6-1614  
*Associate Professor of Physical Education, Emeritus* 147 Worthington, Boston 15
- DICKINSON, TILLY SVENSON, Ed.M. LY nn 3-6523 (49)  
 (Mrs. H. Donald Dickinson) 71 Aspen Rd., Swampscott  
*Associate Professor of Secretarial Studies*
- DODGE, JANE GAY, A.M. 6 Prentiss, Cambridge 40  
*Associate Professor of English, Emeritus*
- DODGE, QUINDARA OLIVER, S.M. LA sell 7-0085 (73)  
 (Mrs. Chester C. Dodge) 24 Alban Rd., Waban 68  
*Associate Professor of Institutional Management*

- DOMEY, HELEN YEARND, S.M.  
 (Mrs. Richard G. Domey)  
*Lecturer on Psychiatric Social Work*  
 VO lunteer 2-7217  
 2361A Massachusetts Ave., Lexington 73
- DONAHUE, IRENE MARGARET  
*Assistant in the Office, Prince School of Retailing*  
 ST adium 2-8894  
 624 Cambridge, Allston 34
- DONNELLY, JUNE RICHARDSON, S.B., B.L.S.  
*Professor of Library Science, Emeritus*  
 230 N. Lewis  
 Staunton, Va.
- DUNBAR, DONALD STUART, A.M.  
*Assistant Professor of Psychology*  
 LY nn 2-4998 (59)  
 304 Paradise Rd., Swampscott
- DUNPHY, EDWIN BLAKESLEE, M.D.  
*Lecturer on Orthoptics and Ophthalmology, and Medical Director of the Program in Orthoptics*  
 LA fayette 3-7900  
 Massachusetts Eye and Ear  
 Infirmary, Boston 14
- DUTRA, DOROTHEA PYNE, R.N., S.M.  
 (Mrs. Christopher D. Dutra)  
*Instructor in Psychiatric Nursing*  
 IV anhoe 4-0700 (82)  
 McLean Hosp., Waverley 79
- EDELSTEIN, TILDEN GERALD, S.B.  
*Instructor in History*  
 TR owbridge 6-5649 (45)  
 41½ Centre, Cambridge 39
- EDGE, SIGRID ANDERSON, S.M.  
*Professor of Library Science*  
 LA fayette 3-6461 (69)  
 88 Mt. Vernon, Boston 8
- EIDEN, MARIAN AGNES, B.E.  
*Clinical Supervisor of Physical Therapy*  
 LA fayette 3-2667  
 255 Charles, Boston 14
- ELDREDGE, BERNICE COOPER, S.B.  
 (Mrs. Keith G. Eldredge)  
*Executive Housekeeper, Residence Halls*  
 HI ghlands 5-9380  
 68 Louis Prang, Boston 15
- ENGLER, VIOLA GRACE, M.B.A.  
*Associate Professor of Accounting*  
 LO ngwood 6-5644 (50)  
 11 Tetlow, Boston 15
- ERSKINE, MARGARET WEBSTER, A.B., S.B.  
 (Mrs. Hugh J. Erskine)  
*Lecturer on School Library Service*  
 PA rkview 9-2717 (69)  
 41 Lane, Winchester
- ETHIER, RAYMOND THEODORE, A.M.  
*Special Instructor in the Teaching of Modern Language*  
 BI gelow 4-8797 (59)  
 258 Homer, Newton Centre 59
- EVANS, JOAN LOUISE, A.B.  
*Secretary in the Office of the President*  
 JA maica 2-9486 (22)  
 3 Dunning Way, Jamaica Plain 30
- FACKTOROFF, ESTHER CAPLAN, S.M.  
 (Mrs. Alrick B. Facktoroff)  
*Assistant Professor of Clothing*  
 KE nmore 6-6959 (73)  
 186 Bay State Rd., Boston 15
- FAIRCHILD, MARGARET VERNA, A.M.  
*Manager of Residence, Executive Dietitian, and Lecturer on Institutional Management*  
 CO play 7-1265  
 504 Beacon, Boston 15

- FARWELL, MABEL BROWN, S.B. LA sell 7-6196 (60)  
 (Mrs. Lawrence C. Farwell) 106 Tyler Ter., Newton Centre 59  
*Alumnae Fund Secretary*
- FEENEY, ELSIE MARKHAM, R.N. BE acon 2-1758 (64)  
 (Mrs. John J. Feeney) 58 Francis, Boston 15  
*Nurse-Assistant to the Director of Health*
- FERGUSON, EULA GERTRUDE, A.B., S.B. E. Hill Rd.  
*Associate Professor of Secretarial Studies, Emeritus* Peterborough, N. H.
- FESSENDEN, DONALD LESURE, A.B. HI llcrest 4-7446 (74)  
*Lecturer on Journalism* 151 Nehoiden, Needham 92
- FINK, JOSEPH LEO FA irview 3-5148  
*Superintendent of Buildings and Grounds* 30 Meredith, W. Roxbury 32
- FISHER, LUCY ELLIS, S.M. CE dar 7-0953 (73)  
*Associate Professor of Foods* 10 Arden Rd., Wellesley 81
- FISHER, MASON LEE, S.M. (56)  
*Instructor in Physics* 51 Park Dr., Boston 15
- FOGG, NANCY ELEANOR NO rmandy 5-2077 (62)  
*Manager of the Simmons Coöperative Store* 40 E. Wyoming Ave., Melrose 76
- FRYE, ROYAL MERRILL, Ph.D. IV anhoe 4-1076  
*Professor of Physics, Emeritus* 11 Whitcomb, Belmont 79
- GAINES, MARION COTTON, R.N. LA fayette 3-8200  
 (Mrs. Edward Gaines) Massachusetts General Hosp.  
*Special Instructor in Tissue Preparation* Boston 14
- GALDSTON, RICHARD, M.D. BE acon 2-7800  
*Lecturer on Psychiatry* Children's Medical Center, Boston 15
- GALVIN, THOMAS JOHN, S.M. VI ctor 8-0497 (67)  
*Lecturer on Reference Services, and Assistant* 30 Winter, Braintree  
*Director of the Library*
- GASSMAN, JOAN AMY, R.N. KE nmore 6-5081  
*Special Instructor in Nursing Procedures in* 336 Commonwealth Ave., Boston 15  
*the Physical Therapy Program*
- GATELY, ALICE LOUISE, S.B. GE neva 6-3021 (60)  
*Assistant to the Executive Secretary of* 3 Holbrook Ave., Dorchester 22  
*the Alumnae Association*
- GAUGHAN, CHARLES WILLIAM, Ed.M., M.S.S.W. GR anite 2-9763  
*Special Instructor in Community Organization* 60 Montclair Ave., Quincy 71
- GAWNE, ELEANOR JERNER, Ed.D. LO ngwood 6-7518 (73)  
 (Mrs. John O. Gawne) 93 Summit Ave., Brookline 46  
*Associate Professor of Home Economics Education*
- GAY, ROBERT MALCOLM, A.M., Litt.D. Chatham 192  
*Professor of English, Emeritus* 60 School, Chatham
- GERBER, ANNE SOLOVEICHIK, A.M., S.M. BE acon 2-4451  
 (Mrs. Edward S. Gerber) 64 Parkman, Brookline 46  
*Lecturer on Psychiatric Social Work*



- GIBSON, COUNT DILLON, JR., M.D.  
*Lecturer on Medical Information* GR anite 9-7716  
15 Swan Rd., Quincy 69
- GILES, JAMES TIMOTHY, B.S. in Ed.  
*Graduate Assistant in the Library* AS pinwall 7-7523 (67)  
10 Griggs Ter., Brookline 46
- GOBLICK, CAROLYN MORRISON, B.S. in Ed.  
(Mrs. Thomas J. Gobllick) 620 Main, Watertown 72  
*Assistant to the Director, School of Social Work*
- GONYEA, MARGARET KIMBALL, S.B.  
(Mrs. Kimball Gonyea) MO ntrose 8-2808 (28)  
Registrrar 844 Main, Walpole
- GORHAM, MARION LOUISE, R.N., S.M.  
*Instructor in Nursing* KE nmore 6-9587 (81)  
74 Bay State Rd., Boston 15
- GOVONI, LAURA E., R.N., A.M.  
*Assistant Professor of Clinical Nursing* SO merville 6-4871 (81)  
259 Powder House Blvd., Somerville 44
- GRANARA, INA MARY, A.M.  
*Professor of Chemistry* WA lker 2-4788 (36)  
11 Vestry, Beverly
- GRANT, JESSIE MARIE, S.B.  
*Assistant to the Registrar* PR esident 3-5514 (27)  
33 Oakland Ave., Wollaston 70
- GREEN, WILLIAM THOMAS, M.D.  
*Lecturer on Orthopedic Surgery, and* BE acon 2-7800  
*Medical Co-Director of the Program in Physical Therapy* Children's Medical Center, Boston 15
- GREENE, ANNE MACLEOD, B.S. in Phys. Ed.  
(Mrs. Arthur L. Greene) MI ssion 8-0264 (86)  
*Lecturer on The Dance* 29 Henry, Winchester
- GREENE, KENNETH MYRON, A.M.  
*Associate Professor of English* BE acon 2-3064 (34)  
57 St. Paul, Brookline 46
- GROSS, SONJA KELLER, Ph.D.  
(Mrs. Eugene P. Gross) TW inbrook 9-2534 (36)  
*Instructor in Chemistry* 35 Knollwood Dr., Waltham 54
- GROVE-RASMUSSEN, MORTEN, M.D.  
*Lecturer on Blood Grouping and* LA fayette 3-8200  
*Blood Banking* Massachusetts General Hosp., Boston 14
- HACKETT, THOMAS PAUL, M.D.  
*Lecturer on Psychology* LA fayette 3-8200  
Massachusetts General Hosp., Boston 14
- HAGELSHAW, ALICE VIRGINIA, R.N., M.P.H.  
*Associate Professor of Public Health Nursing* LA sell 7-6909 (81)  
46 Somerset Rd., W. Newton 65
- HAGGERTY, ROBERT JOHNS, M.D.  
*Lecturer on Medicine and* BE acon 2-7800  
*Medical Information* Children's Medical Center, Boston 15
- HALEY, BARBARA CHICHESTER, A.B.  
(Mrs. Whitney W. Haley) CL earwater 9-9591  
*Assistant Professor of Retailing, and Acting Director of* Woodcock Lane, Lincoln  
*the Prince School of Retailing*

- HALKO, HENRY JAMES, Ph.D. KENmore 6-4662 (43)  
*Assistant Professor of History* 69 Park Dr., Boston 15
- HALL, VIRGINIA MARGARET, A.M. COMMONwealth 6-8907 (55)  
*Assistant Professor of Mathematics* 20 Fairfield, Boston 16
- HAMBURGER, MARK VALENTINE, S.B. DETcatur 2-0351  
*Special Instructor in Retail Merchandising* 33 Hammond Pond Pkway., Newton
- HANSON, ANNA MOORE, S.B. COMMONwealth 6-0590 (31)  
*Director of Placement* 142 Marlborough, Boston 16
- HANSON, JEANETTE ALLEN BEacon 2-5937 (88)  
*Manager of the Lunchroom* 123 Sewall Ave., Brookline 46
- HARDWICK, KATHARINE DAVIS, A.B. Marstons Mills  
*Professor of Social Economy, Emeritus*
- HARLEY, HARRISON LEROY, Ph.D. LONGwood 6-8725  
*Professor of Philosophy and Psychology, Emeritus* 64 Sewall Ave., Brookline 46
- HARTMAN, ICLAL SIREL, A.M. VOLunteer 2-2597 (37)  
 (Mrs. Standish C. Hartman) 131 Shade, Lexington 73  
*Assistant in Chemistry*
- HAUGHTON, EDITH ANDISIO, M.S.W. ELiot 4-1300  
 (Mrs. Donald J. Haughton) 20 Prescott, Cambridge 38  
*Lecturer on Rehabilitation*
- HAVILAND, VIRGINIA, A.B. LAfayette 3-5962 (99)  
*Lecturer on Library Service to Children* 54 Pinckney, Boston 14
- \*HAWTHORNE, BRUCE CARLTON, Ph.D. BEacon 2-5443 (44)  
*Assistant Professor of History* 9 Francis, Brookline 46
- HAYES, KATHERINE QUALTERS JAMAica 2-2495 (77)  
 (Mrs. Donald D. Hayes) 339 S. Huntington Ave., Jamaica Plain 30  
*Assistant in the Office of the Comptroller*
- HEALD, FRANCES MARION, S.M., S.M. in Hyg. CAPitol 7-4600  
*Special Lecturer on Medical Social Work* 88 Broad, Boston 10
- HELMAN, EDITH FISHTINE, Ph.D. UNiversity 4-3131 (53)  
 (Mrs. Bernard Helman) 18 Hillside Ave., Cambridge 40  
*Professor of Spanish*
- HEMENWAY, LELAND DAVID, A.M. TEMPle 4-6046  
*Professor of Mathematics, Emeritus* Seaview Ave., Marshfield
- HILL, KEVIN, M.D. LAfayette 3-7900  
*Lecturer on Anatomy and Embryology* Massachusetts Eye and Ear  
*of the Eye* Infirmary, Boston 14
- HILL, MARY IRWIN, S.M. TRowbridge 6-5166 (63)  
 (Mrs. Carroll S. Hill) 3 Chauncy, Cambridge 38  
*X-ray and Laboratory Technician*

\*On sabbatical leave, second half-year 1959-60.

- HILLIARD, CURTIS MORRISON, A.B.  
*Professor of Biology and Public Health, Emeritus* CE dar 5-4432  
23 Wall, Wellesley 81
- HILTON, ROBERT CHADWICK, A.B.  
*Graduate Assistant in the Library* BE acon 2-7233 (67)  
218 Reservoir Rd., Brookline 67
- HIRSCH, RUTH OLGA, A.B.  
*Secretary to the Director, School of Social Science* AS pinwall 7-9733 (42)  
184 St. Paul, Brookline 46
- HODGKINSON, HAROLD LAY, Ed.D.  
*Assistant Professor of Education* CR estview 4-7466 (59)  
118 Wilson Rd., Bedford
- HOLBROOK, MYRA COFFIN, A.M.  
*Associate Professor of English, Emeritus* Rose Haven  
Litchfield, Conn.
- HOLMES, OLIVE ETHEL, S.B.  
*Special Instructor in Biochemistry* LA fayette 3-8200  
Massachusetts General Hosp., Boston 14
- HOLT, CAROLINE MAUDE, Ph.D.  
*Professor of Biology, Emeritus* 146 Clark Rd., Ballardvale
- HORD, NELLIE MARIA, A.M.  
*Associate Professor of Foods and Nutrition, Emeritus* 316 Mills Ave.  
Flemingsburg, Ky.
- HOUSTON, JEAN, R.N., S.M.  
*Assistant Professor of Nursing* PA wtucket 6-1444 (81)  
237 Cottage, Pawtucket, R.I.
- HOWARD, LUCILE RICE  
(Mrs. Jay A. Howard)  
*Resident Head, Simmons Hall* AS pinwall 7-1873  
255 Brookline Ave., Boston 15
- HUNTER, JOHN CLEARY, Ph.D.  
*Assistant Professor of History* MI ssion 3-2468 (43)  
6 Hazel Ter., Arlington 74
- HURLEY, FRANCES LOUISE, M.S.W.  
*Special Instructor in Field Work* LA fayette 3-0200  
14 Court Sq., Boston 8
- HURLEY, THERESA ANNA, R.N., M.S. in Nursing Ed.  
*Special Instructor in Nursing Procedures  
in the Physical Therapy Program* BE acon 2-7800  
Children's Medical Center  
Boston 15
- IONTA, MARJORIE KATHERINE, B.S. in Phys. Ed.  
*Special Instructor in Physical Therapy* LA fayette 3-8200  
Massachusetts General Hosp.  
Boston 14
- JACKS, STANLEY MARTIN, LL.B., A.M.  
*Associate Professor of Economics* HU ntley 5-2771  
Bigelow St., Marlboro
- JACOBS, FLORA MCKENZIE  
*Associate Professor of Secretarial Studies, Emeritus* LO ngwood 6-4076  
11 Tetlow, Boston 15
- JANNINO, MARY JOSEPHINE  
*Assistant in the Office, School of Nursing* HI ghlands 2-0245 (82)  
7 Alleghany, Roxbury 20
- JEWETT, ALICE MAY, S.B.  
*Assistant in the Office of the Comptroller* EX port 6-4102 (77)  
99 Playstead Rd., W. Medford 55

\*On leave of absence, 1959-60.

JOHNSON, DAVID CAMPBELL, D.M.A. <i>Director of the Student Orchestra</i>	KI rkland 7-2724 11 Garden, Cambridge 38	
*JOHNSON, HARRY MORTON, Ph.D. <i>Associate Professor of Sociology</i>	LO ngwood 6-0218 27 Lanark Rd., Brookline 46	(44)
†JONES, HELEN MARGARET, Ed.M. <i>Assistant Professor of Psychology</i>	Gloucester 3216-W Harriett Rd., Gloucester	
KAHL, WILLIAM FREDERICK, Ph.D. <i>Associate Professor of History</i>	EL iot 4-7604 15 Lowell, Cambridge 38	(43)
KEAVENEY, MARGARET PHALAN (Mrs. James F. Keaveney) <i>Assistant in the Office of the Comptroller</i>	HI ghlands 2-5625 11 Carmel, Roxbury 20	(77)
KEEGAN, PATRICIA, S.B. <i>Assistant to the Director of Admission</i>	CO pley 7-4763 468 Commonwealth Ave., Boston 15	(26)
KEENAN, ANNIE <i>Special Instructor in Physical Therapy</i>	BE acon 2-7800 Children's Medical Center, Boston 15	
KEEZER, ULA DOW, A.M., D.Sc. (Mrs. Lewis M. Keezer) <i>Professor of Foods and Home Management, Emeritus</i>	New Hampton, N. H.	
KELLEY, MINNIE EMMETT, S.M. <i>Associate Professor of Social Economy</i>	KE nmore 6-0370 70 Commonwealth Ave., Boston 16	
KERNER, MIROSLAV, S.M. <i>Special Lecturer on Sociology</i>	OC ean 3-3906 101 Summit Ave., Winthrop 52	
KHIRALLA, RUTH DERANEY, S.M. (Mrs. George Khiralla) <i>Special Instructor in Home Economics Education</i>	OL ympic 5-0394 62 Winter, E. Natick	(73)
KING, MARY ALTHEA, S.B. <i>Special Instructor in Diagnostic Laboratory Methods</i>	LA fayette 3-8200 Massachusetts General Hospital Boston 14	
KING, PETER SAVOIS, M.B.A. <i>Lecturer on Marketing Research</i>	MI ssion 8-5817 110 Forest, Arlington 74	(46)
KINNEY, MARY RAMON, S.M. <i>Associate Professor of Library Science</i>	AS pinwall 7-0510 214 The Riverway, Boston 15	(76)
KLEIN, MANFRED, A.M. <i>Associate Professor of German</i>	LO ngwood 6-5559 161 Wolcott Rd., Chestnut Hill 67	(54)
KUNZ, LAWRENCE JOHN, Ph.D. <i>Lecturer on Bacteriology</i>	LA fayette 3-8200 Massachusetts General Hosp., Boston 14	
LANE, FLORENCE MAY, S.B. <i>Special Instructor in Physical Therapy</i>	BE acon 2-7800 Children's Medical Center, Boston 15	
LANGER, LAWRENCE LEE, A.M. <i>Instructor in English</i>	BI gelow 4-2699 55 S. Gate Pk., W. Newton 65	(34)

\*On sabbatical leave, second half-year 1959-60.

†On sabbatical leave, 1959-60.



- LARSON, WENDY NICHOLS, S.B.  
(Mrs. Joseph S. Larson)  
*Secretary to the Assistant Registrar*  
NO rmandy 2-9116 (27)  
5 Bradford Pk., Melrose 76
- LASH, LILLIAN CRAWFORD, S.B.  
(Mrs. Carlisle T. Lash)  
*Resident Head, Dix Hall*  
BE acon 2-0873  
30 Pilgrim Rd., Boston 15
- LEONARD, RUTH SHAW, S.M.  
*Associate Professor of Library Science*  
LO ngwood 6-7510 (70)  
370 Longwood Ave., Boston 15
- LEWIN, GERTRUD WEISS, S.M.  
(Mrs. Kurt Lewin)  
*Special Instructor in Group Dynamics*  
KI rkland 7-5905  
203 Lexington Ave., Cambridge 38
- L'HOMME, CHARLES EDMUND, A.M.  
*Assistant Professor of English*  
TW inoaks 7-7917 (34)  
R.F.D., Box 289, Stow
- LOMBARDO, MARIAN BEATRICE, S.B.  
*Secretary to the Director of the School of Publication and to the Managing Editor of THE SIMMONS REVIEW*  
JU niper 6-4107 (75)  
84 Kenilworth Ave., Brockton 47
- LORENTZ, JOHN JOSEPH, Ph.D., M.D.  
*Lecturer on Physical Medicine*  
HA ncock 6-5650  
171 Harrison Ave, Boston 11
- LORING, DORIS DREW, B.S. in Ed.  
(Mrs. Sylvester M. Loring)  
*Dietitian, Residence Halls*  
CE dar 5-2103  
21 Thomas Rd., Wellesley 81
- LUHDE, JUTTA CLARA ERNA MARIE  
*Graduate Assistant in Library Science*  
CA pital 7-1595 (70)  
98 Myrtle, Boston 14
- MCCONNELL, DELMAR KENWARD  
*Financial Assistant in the Office of the Comptroller*  
TA lbot 5-5088 (78)  
113 Greenbrier, Dorchester 24
- MACCREADY, ROBERT ALVAN, M.D.  
*Lecturer on Pathogenic Bacteriology and Immunology*  
ST ate 5-0301 (38)  
Walpole St., Dover
- MACFARLANE, GRACE ELIZABETH  
*Financial Assistant in the Office of the Comptroller*  
TR owbridge 6-3168 (77)  
55 Magazine, Cambridge 39
- MCINTYRE, HELEN INGLISON, A.M.  
*Special Instructor in the Teaching of Social Studies*  
MI ssion 3-8019 (59)  
135 Pleasant, Arlington 74
- McKEE, PRISCILLA LEONARD  
(Mrs. Richard J. McKee)  
*Assistant to the Director of Placement*  
VO lunteer 2-3580 (32)  
66 Hancock, Lexington 73
- McKENNA, JEAN-MARIE, A.M.T.  
*Special Instructor in English*  
UN iversity 4-9166 (34)  
56 Boylston, Cambridge 38
- McKENNA, MARGARET ANN, Ed.M.  
*Assistant Professor of Secretarial Studies*  
TW inbrook 3-0065 (47)  
172 Weston, Waltham 54
- McMAHON, KATE, HH.D.  
*Professor of Social Economy, Emeritus*  
HI ngham 6-0904  
3 High, Hingham

- McMENAMY, ELIZABETH BE acon 2-7920 (38)  
*Assistant in the Office, Department of Biology* 370 Longwood Ave., Boston 15
- MAHAR, JOAN ELIZABETH NO rwood 7-2361 (27)  
*Assistant in the Office of the Registrar* 39 Irving, Norwood
- MANGANARO, GERALDINE D'AMICO, A.M. DU nkirk 9-3046 (40)  
 (Mrs. John B. Manganaro) 48 Tappan, Everett 49  
*Instructor in Biology*
- MANTHORNE, MARION JANE, A.B., S.B. JU niper 3-2624 (68)  
*Lecturer on Literature for Young Adults* 51 Lenox, Brockton 33
- MARICHAL, SOLITA SALINAS, M.A. UN iversity 4-4524 (53)  
 (Mrs. Juan M. Marichal) 39 Walker, Cambridge 38  
*Instructor in Spanish*
- MARTIN, EMILY JANE, S.B. AS pinwall 7-4432  
*Assistant Dietitian, Residence Halls* 321 Brookline Ave., Boston 15
- MARTIN, EVELYN BERKELEY CO mmonwealth 6-4752 (23)  
*Secretary in the Office of the Dean* 449 Marlborough, Boston 15
- MARTIN, MARY ALOYSIUS KE nmore 6-2648  
*Assistant in the Office, School of Social Work* 50 Peterborough, Boston 15
- \*MATLACK, JUDITH, A.M. KI rkland 7-7026 (34)  
*Professor of English* 14 Wright, Cambridge 38
- MESICK, JANE LOUISE, Ph.D., Litt.D. Box 104, S. Hadley  
*Dean, Emeritus*
- MILBURN, JOSEPHINE FISHEL, Ph.D. AS pinwall 7-7663 (45)  
 (Mrs. Ronald M. Milburn) 12 Monmouth Ct., Brookline 46  
*Instructor in Government*
- †MILLER, EDWIN HAVILAND, Ph.D. IV anhoe 4-5107  
*Professor of English* 303 School, Belmont 78
- MILLIKEN, MARGARET BONNEY, A.M. KI rkland 7-9242 (85)  
*Assistant Professor of English* 29 Reservoir, Cambridge 38
- MOHR, JENNIE, Ph.D., M.S.S. BE acon 2-3893  
*Professor of Social Economy, and* 227 Rawson Rd., Brookline 46  
*Acting Director of the School of Social Work*
- MORAN, EDWIN FRANCIS, JR., B.S. in Ed. LY nn 3-6229 (47)  
*Instructor in Secretarial Studies* 64 Beach Ave., Swampscott
- MORRIS, LAURA BURRIS, S.M. HI ghlands 5-2706  
 (Mrs. Frank W. Morris) 11 Wayne, Boston 21  
*Assistant in Social Work*

\*On sabbatical leave, first half-year 1959-60.

- MURRAY, CONSTANCE CAROLYN, A.M.  
*Special Instructor in the Teaching of Social Studies* MI ssion 3-8019 (59)  
135 Pleasant, Arlington 74
- MURRAY, GERTRUDE ELLEN, M.D.  
(Mrs. Richard E. Senghas)  
*Physician in the Department of Health* OL ympic 3-4541 (64)  
4 Wilogreen Rd., Natick
- MUSE, BARBARA ANNE, R.N., S.B.  
*Assistant Nurse, Infirmary* UN iversity 4-1470  
203 Cambridge, Cambridge 41
- MUSHATT, CECIL, M.D., M.Sc.  
*Special Lecturer on Social Psychiatry* AS pinwall 7-5499  
47 Arlington Rd., Chestnut Hill 67
- NEAL, RAYMOND ELWOOD, S.B.  
*Associate Professor of Chemistry* NE ptune 1-2066 (41)  
6 Westminster Rd., Marblehead
- NEEDHAM, JOSEPH GARTON, Ph.D.  
*Vice-President, Dean of Instruction,  
Acting Director of the School of Education,  
and Professor of Psychology* CE dar 5-2457 (22)  
39 Elmwood Rd., Wellesley 81
- NEWMAN, JAMES LEET VALENTINE, A.M.  
*Assistant Professor of French* FL eetwood 9-6167 (52)  
Pine St., Medfield
- NICHOLS, FRANC WHITE, S.M.  
(Mrs. Ivan A. Nichols)  
*Assistant in Social Work* EL mwood 6-4246  
41 Turkey Shore Rd., Ipswich
- NICHOLS, PAUL RAYMOND, Ph.D.  
*Associate Professor of Economics* HI llcrest 4-0632 (45)  
153 Grant, Needham 92
- NITCHIE, GEORGE WILSON, Ph.D.  
*Associate Professor of English* ED gewater 5-5147 (34)  
50 Pleasantview Ave., Weymouth 88
- NIXON, C. WILLIAM, Ph.D.  
*Assistant Professor of Biology* HI ghlands 5-6380 (66)  
38 Greenleaf, Boston 15
- NORTON, HELEN RICH, A.B.  
*Professor of Retailing, Emeritus* KE nmore 6-9510  
40 Commonwealth Ave., Boston 16
- O'BRIEN, HELENA VERONICA, LL.B.  
*Lecturer on Business Law* CA pitol 7-1462 (46)  
1101 Pemberton Bldg., Boston 8
- O'CONNOR, ELEANOR MANNING, S.B.  
(Mrs. Johnson O'Connor)  
*Special Instructor in Housing* KE nmore 6-0409 (73)  
381 Beacon, Boston 16
- OLMSTEAD, DORIS EMERY, B.S. in Ed.  
*Instructor in Physical Education* ED gewood 4-4311 (86)  
342 Pillings Pond Rd., Lynnfield Center
- O'NEIL, RITA COTTER  
(Mrs. James J. O'Neil)  
*Secretary to the Director, School of Science* BE acon 2-1257 (35)  
103 University Rd., Brookline 46
- PAINE, RICHMOND SHEPARD, M.D.  
*Lecturer on Neuroanatomy and Cerebral Palsy* BE acon 2-7800  
Children's Medical Center  
Boston 15

- PARK, WILLIAM EDGAR, B.D., D.D., S.M., L.H.D., LL.D. BE acon 2-1537 (21)  
*President* 245 Lee, Brookline 46
- PATTERSON, ELIZABETH MERRILL, A.M. HI llcrest 4-2627 (73)  
*Assistant Professor of Foods and Nutrition* 4 Greendale Ave., Needham Hgts. 94
- PATTISON, BEATRICE CRAIG AS pinwall 7-2145  
 (Mrs. Craig Pattison) 86 Pilgrim Rd., Boston 15  
*Resident Head, North Hall*
- PEARCE, MARJORIE RING AS pinwall 7-9831 (82)  
 (Mrs. Ring Pearce) 552 Washington, Brookline 46  
*Secretary to the Director, School of Nursing*
- PEARL, VERNA LOUISE, R.N. LO ngwood 6-3424 (64)  
*Nurse-Secretary to the Director of Health* 116 The Riverway, Boston 15
- PERKINS, JANET SANFORD, Ph.D. CE dar 7-0071 (36)  
 (Mrs. George T. Perkins) 10 Oakencroft Rd., Wellesley 81  
*Assistant Professor of Chemistry*
- PERKINS, SYLVIA, R.N., A.M. LA fayette 3-8200  
*Supervisor of Clinical Teaching* Massachusetts General Hosp., Boston 14
- PHILLIPS, BEATRICE FEINGOLD, S.M. LA sell 7-8886  
 (Mrs. Bernard D. Phillips) 24 Prospect Pk., Newtonville 60  
*Lecturer on Medical Social Work*
- PIGO, FLORENCE DOROTHY, A.B. CA pital 7-4975  
*Graduate Assistant in the Library* 15 Temple, Boston 14
- PINKHAM, DANIEL, A.M. TR owbridge 6-8375 (42)  
*Special Lecturer on Music History* 154 Foster, Cambridge 38
- PLAUT, THOMAS FRANZ ALFRED, Ph.D., M.P.H. LA sell 7-6992  
*Special Lecturer on Socio-Cultural Dynamics* 85 Montvale Rd., Newton 59
- POLLEN, ABRAHAM, M.D. CO mmonwealth 6-6760  
*Lecturer on Ocular Motility* 636 Beacon, Boston 15
- POOLE, ALDEN, S.B. GR anite 9-9465 (74)  
*Special Instructor in Journalism* 125 Winthrop Ave., Wollaston 70
- POSTLETHWAITE, MARY MACHLUP, B.S. in Ed. UN iversity 4-5418 (73)  
 (Mrs. Alan W. Postlethwaite) 6 Blanchard Rd., Cambridge 38  
*Special Instructor in Design*
- POUTAS, BERNICE JOAN, S.B. LA sell 7-0504 (61)  
*Executive Secretary of the Alumnae Association* 12 Madison Ave., Newtonville 60
- PRATT, LALIA CHARLTON, S.B. FA irview 3-2444 (35)  
 (Mrs. Lawrence H. Pratt) 11 Ardale, Roslindale 31  
*Special Instructor in Chemistry*
- RANDELL, BARBARA MILLER, A.M.T. CA pital 7-5854 (59)  
 (Mrs. Theodore C. Randell) 6 Otis Pl., Boston 14  
*Instructor in Education and English*



- READDY, MARJORIE ELIZABETH, M.D.  
(Mrs. Thomas J. Sullivan)  
*Director of Health*  
VIctor 3-0244 (64)  
59 Pond, S. Braintree 85
- REIDY, EDWARD PHILIP, Ed.B.  
*Lecturer on Public Welfare*  
PLantations 1-4331  
348 Lloyd Ave., Providence, R.I.
- RICHARDSON, PHILIP MORRISON, Ph.D.  
*Professor of Biology*  
CEdar 5-3848 (38)  
22 Hillside Rd., Wellesley Hills 81
- ROBB, ELDA, Ph.D., D.Sc.  
*Professor of Nutrition, Emeritus*  
Lady Irwin College  
New Delhi, India
- ROGERS, GERTRUDE ANNA, M.D.  
(Mrs. Milton Greenblatt)  
*Special Instructor in Social Psychiatry*  
DEcatur 2-4544  
11 Burnside Rd., Newton Hlds. 61
- ROOF, ANTOINETTE  
c/o Mrs. N. N. Love, Jr., Middleton Rd., Boxford  
*Associate Professor of Education, Emeritus*
- ROSS, MARGARET LOUISE, Ph.D.  
*Professor of Nutrition, and  
Director of the School of Home Economics*  
TWinbrook 9-1822 (72)  
19 Shirley Rd., Waltham 54
- ROTHMAN, JOAN KIERNAN, S.B.  
(Mrs. Frank G. Rothman)  
*Assistant in Chemistry*  
KIrkland 7-9110 (36)  
7 Prentiss, Cambridge 40
- ROURKE, GRACE MARGARET, S.M.  
*Lecturer on Biochemistry, and  
Technical Director of the Program in Medical Technology*  
LAyette 3-8200  
Massachusetts General Hosp., Boston 14
- \*ROWE, MARGARET, Ed.M.  
*Associate Professor of Physical Education*  
MOntrose 8-2808 (87)  
844 Main, Walpole
- RUSSELL, DOROTHY GOVE, S.B.  
(Mrs. William E. Russell)  
*Assistant to the Director of Admission*  
LYnn 2-7356 (26)  
3 Courtney Ter., E. Lynn
- RUSSELL, MARY MARTIN  
(Mrs. Martin Russell)  
*Special Instructor in Blood Grouping*  
LAyette 3-8200  
Massachusetts General Hosp., Boston 14
- RUSSELL, RUTH ISABELLE  
*Assistant in the Office of the Comptroller*  
TWinbrook 4-0059 (77)  
128 Vernon, Waltham 54
- †RUTHERFORD, ROBERT FLICK, Ed.M., S.M.  
*Professor of Social Economy, and  
Director of the School of Social Work*  
IVanhoe 4-5266  
340 Lake, Belmont 78
- SARGENT, FLORENCE CELIA, A.M.  
(Mrs. Sydney P. Sargent)  
*Professor of Chemistry, Emeritus*  
SUnset 4-5700  
15 High, Sharon

\*On sabbatical leave, second half-year 1959-60.

†On sabbatical leave, 1959-60.

- SAVAGE, CAROLYN ANN, A.M.T. Trowbridge 6-0129 (68)  
*Graduate Assistant in Library Science* 27 Trowbridge, Cambridge 38
- SCHMIDT, MARYDALE COOK, A.M. KENmore 6-7959 (24)  
 (Mrs. Richard R. Schmidt) 60 The Fenway, Boston 15  
*Assistant to the Dean*
- SCHMIDT, WILLIAM MORRIS, M.D. LONGwood 6-2380  
*Special Lecturer on Community Health* Harvard School of Public Health  
*Organization* Boston 15
- SCHONBECK, AILEEN ROSE 84 The Fenway, Boston 15  
*Assistant in the Office of Information*
- SCHUSTER, SAMUEL RANDAULPH, M.D. BEacon 2-7800  
*Lecturer on Surgery in the Physical Therapy* Children's Medical Center  
*Program* Boston 15
- SCOTT, ALFRED WITHERSPOON, JR., M.D. KENmore 6-1890  
*Lecturer on Physiology of the Eye* 7 Bay State Rd., Boston 15
- SEBASTIAN, BETTY LOUISE, S.B., R.N. COMMONwealth 6-6920  
*Instructor in Clinical Nursing* 312 Marlborough, Boston 16
- SEMRAD, ELVIN VAVRINEC, M.D. REgent 4-1300  
*Lecturer on Clinical Psychiatry* Massachusetts Mental Health Center, Boston 15
- SHAFFER, KENNETH RAYMOND, A.B., B.S. in L.S. 1454 Beacon, Brookline 46 (68)  
*Professor of Library Science, Director of the School of*  
*Library Science, and Director of the Library*
- SHEPRO, DAVID, Ph.D. DEcatur 2-6918 (84)  
*Assistant Professor of Biology* 15 Davis Ave., W. Newton 65
- SHRIBER, WILLIAM JACOB, M.D., A.M. BEacon 2-4400  
*Lecturer on Physical Medicine and* Beth Israel Hosp., Boston 15  
*Electrotherapy*
- SIDDALL, SHIRLEY NEALLEY CIRCLE 7-9129 (32)  
*Assistant in the Placement Office* 80 Marlborough, Boston 16
- SILVER, FLORENCE KRESS, A.B. BEacon 2-1094  
 (Mrs. Elbert V. Silver) 275 Brookline Ave., Boston 15  
*Resident Head, Morse Hall*
- SILVER, ROLLO GABRIEL, A.M., S.B. LAfayette 3-7444 (70)  
*Associate Professor of Library Science* 105 Mt. Vernon, Boston 8
- SIMON, GERALD AUSTIN, M.B.A. KIRkland 7-2974  
*Special Lecturer on Sales Promotion* 20 Concord Ave., Cambridge 38
- SLATTERY, CAROLE COLLINS, A.B. COpley 7-5548 (67)  
 (Mrs. James J. Slattery) 290 Marlborough, Boston 16  
*Assistant in the Library*
- SLEEPER, IDA ALICE, A.M. Dixfield, Maine  
*Associate Professor of English, Emeritus*

- SLEEPER, RUTH, R.N., A.M., L.H.D., D.Sc. LA fayette 3-8200  
*Consultant in Nursing* Massachusetts General Hosp., Boston 14
- SLOANE, ALBERT EDWARD, M.D. KE nmore 6-4140  
*Lecturer on Refraction* 416 Marlborough, Boston 15
- SMEDILE, ELAINE FRANCES HI ghlands 5-4654 (25)  
*Assistant in the Admission Office* 127 McGreevey Way, Roxbury 20
- SMITH, FLORENCE WATLINGTON LO ngwood 6-4699  
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Head Social Worker, James Jackson Putnam Children's Center, Boston
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Supervisor, Psychiatric Social Service, Massachusetts General Hospital, Boston
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Chief, Frances Stern Food Clinic, Boston Dispensary



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Assistant Chief, Social Work Service  
Outpatient Clinic, Veterans Administration, Boston
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Chief of Social Service, Veterans Administration Hospital, Bedford
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Director of Social Service, Children's Hospital, Boston
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Advertising Manager, D. S. Kennedy and Company, Cohasset
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Massachusetts Department of Education, Boston
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 Nutritionist, Forsyth Dental Infirmary for Children, Boston
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 Chief Psychiatric Social Worker, Beth Israel Hospital, Boston
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 Casework Supervisor, Medical Social Service, Massachusetts Eye and Ear Infirmary, Boston
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BERNICE TREES DURR (Mrs. William), 117 Virginia Street, Westfield, New Jersey  
NANCY HOWK FORMAN (Mrs. Irvin R.), 186 Highledge Drive, Penfield, New York  
JANE BUXTON GOODRICH (Mrs. George W., Jr.), 412 Vomel Drive, New Milford,  
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VIRGINIA MECKLEM HOLL (Mrs. Paul F.), 19 Thornwood Drive, Pittsburgh 34,  
Pennsylvania  
GERTRUDE AUSTIN JEFFERSON (Mrs. S. E.), 125 Inden Avenue, Pelham Manor, New York  
RUTH ROBBINS LAFLEY (Mrs. Owen S.), 18 Bridle Path, Lexington 73  
SHIRLEY POTTS LAING (Mrs. Robert), 100 Havilend Street, Wollaston 70  
JOAN BARNES LESLIE (Mrs. William R.), 398 Wolcott Street, Auburndale  
ANNE JACOBSON LEWIS (Mrs. Sidney D.), 418 Lovell Street, Worcester  
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Connecticut  
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KATHRYN WILSON MOORE (Mrs. John B.), 12700 Shaker Boulevard, Cleveland 20, Ohio  
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JANE PATTERSON NOONAN (Mrs. Henry), 25241 Rouge River Drive, Dearborn, Michigan  
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HELEN REECE PETERSON (Mrs. Dean C.), 4909 West 78th Terrace, Prairie Village, Kansas  
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RUTH HIBBARD WEBSTER (Mrs. Benjamin C., Jr), 82 Birchwood Drive, Fairfield,  
Connecticut

## DEGREES CONFERRED IN 1959

### BACHELOR OF SCIENCE

#### SCHOOL OF PUBLICATION

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Patricia Barrington Davis  
Muriel Sandra Finkel  
Roberta Goldberg  
Jessie Malkoff Halpern  
Barbara Teachman Harvey  
Judith Ann Helman  
Irene Jansen  
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Karen Silverman Mayers  
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Carol Schwartz Ott  
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Arlene Beverly Pildis  
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Rosalyn Lana Tuton

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Patricia Croto Claffey  
Eleanor Bernice Fink  
Beverly Goodman  
Geraldine Hale  
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Joan Ann Norris  
Patricia June Patterson  
Barbara Ruth Perry  
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Roberta Jeanmarie Sacco  
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Mary Elizabeth Gerrior

Ruth Margaret Goland  
Evelyn Baker Goldenberg  
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Constance Ann Gray  
Lynn Barbara Greenberg  
Baily Haines  
Joan Roberta Halpert  
Elaine Joyce Haskell  
Patricia Ruth Hetherington  
Roberta Hirsch  
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Ursula Ruth Kapsinow  
Mary Florence Kerr  
Paula Dene Klevansky  
Hermine Harriet Levin  
Rose Levinson  
Marianne Eloise Lucy

Rochelle Sylvia Lurie  
 Esther Margolis  
 Esther Ann Marmas  
 Emily Anne Mendillo  
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 Judith Ann Moody  
 Jane Shivers Opdycke  
 Lois Jane Parker  
 Nancy Peabody Penhune  
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 Elinor Reinherz Persky  
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 Rosalin Stoller Puchkoff  
 Jean Reese Rekemeyer

Jeannette Ann Resendes  
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 Barbara Joan Richmond  
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 Lynn Sherry Saxton  
 Evelyn Deborah Schawbel  
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 Sandra Sutherland  
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 Laurine Ann DeLuca  
 Patricia Ann Dubiel  
 Eleanor Anne Dupont  
 Felice Rhea Flaks  
 Jeanne Garelick  
 Elizabeth Ann Gehlhaus  
 Patricia Edna Grant

Joan Cecile Grybko  
 Marcia Hedman  
 Faye Mary Horsman  
 Sandra Grace Ives  
 Elaine Victoria Keneklis  
 Barbara Ann Koontz  
 Lorraine Marie McSweeney  
 Ann Manchester  
 MaryAnn Milewski  
 Catherine May Moorman  
 Eleanor Ruth Newman  
 Lois Ericson Pierce  
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 Mary Adams Senter

Laura Chu-Yuen Yung

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 Sharon Smith Buck  
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Rhea Hannah Kot  
 Abby Warren McInnis  
 JoAnne McKeever  
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 Eleanor Gail Portnoy  
 Ann Elizabeth Rider  
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 Lorraine Marilyn Shaw  
 Elizabeth Ann Tompkins



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Marilyn June Brown	Sandra Ruth Holland
Tricia Ada Cassidy	Karen Rudolph Johnson
Marjorie Ann Cronk	Winnifred Ann Kohler
Susan Stuart Davis	Carol Louise Korb
Catherine Kirmayer Dolben	Eleanor Janet Olson
Ellen Camilla Donovan	Ethel Betty Orloff
Janet Marie Donovan	Ruth Elaine Rosenberg
Joan Elizabeth Egeris	Ann Silk
Chrisoula Fillis	Evelyn Wolff Smith
Patricia French	Arlean Harriet Rebecca Sussman
Sandra Lee Goodwin	Charline Ruth Tarutz
Rhoda Carol Green	Sheila Ann Tewksbury
	Carole Anne Turner

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Barbara Buswell	Alice Ruth Marshall
Frances Ellen Connolly	Judith Nelson
Mary-Brenda Barber Cortell	Joan Shirley Nevins
Adele Barbara Froelich	Margaret Ramage
Elinor Louise Ghostlaw	Faye Walk Rosenstein
Alice Patricia Hanlon	Patricia Jean Taggart
Clare Gretchen Hanlon	Joanne Taylor
Elizabeth Webster Horton	Suzanne Taylor
Vivian Hylands Hostetler	Giulia Caterina Tosi
Fay Kaplan	Beatrice Shirley Verman
Carole Merkatz Karp	Mary Ann Johnson Wedlock

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Nora Millicent Aiken	Audrey May Gustavson, R.N.
Janice Bowden Aliff	Sally Ann Jacobs
Mary-Charlotte Bayles, R.N.	Sara Kájel, R.N.
Miriam Kent Bengtson	Christina Karthas, R.N.
Virginia Anne Brainard	Shirley Winograd Kasten, R.N.
Nancy Adams Brown	Katherine Mary Kelly
Katharine Florence Camp, R.N.	Estella Mavis Looke, R.N.
Annette Christie CinqMars, R.N.	Madeleine Delia Lord, R.N.
Ann Marie Coghlin	Nancy Lorraine Lyons, R.N.
Mary-Louise Comins	Patricia Mary McGuerty
Rita Ernestine Conley, R.N.	Virginia Gail Metcalf
Barbara Cookson, R.N.	Ruth Anne Morgan, R.N.
Norma Mary Gallant, R.N.	Bertha Mugurdichian, R.N.
Carolyn Garney, R.N.	Georgia Elizabeth Murchison, R.N.
Judith Ann Gaudrault	Phyllis Eva Murray, R.N.

Helen Madeline O'Connell, R.N.  
 Lucile Bokser Pearlson, R.N.  
 Eleanor Bahler Perry, R.N.  
 Janet Alice Peterson  
 Jean Madeline Pierce  
 Beverly Anne Rogers  
 Elaine Paula Rosenberg  
 Dorothy Marie Saunders, R.N.

Carole Ruth Smith  
 Carolyn Grace Spencer  
 Sarah Nadine Sperry, R.N.  
 Josephine Grace Stearns  
 Lynn Parsons Thompson, R.N.  
 Mary Kilcoyne Tourville, R.N.  
 Alice LaBelle Verna, R.N.  
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Miriam Zakarian

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 Herbert Bloom, A.B., A.M.T.  
 Anne Barkman Büchi, A.B.  
 George Robert Butler, A.B.  
 Tomira Witkowska Buxell, LL.M.  
 Virginia Vance Chenoweth, A.B., A.M.,  
 M.S.S.  
 John Francis Connors, S.B.  
 Rachel Turkieltaub Corn, Licencié ès  
 Sciences Sociales  
 Marva Elizabeth Dates, A.B.  
 William John Doherty, A.B., Ed.M.  
 Nieves Firme Farin, B.S.E.  
 Ruth Sievänen Garsia, Candidate of  
 Philosophy  
 Selby Upton Gratton, A.B., B.D.  
 Judith Kveskin Greenfield, A.B.  
 Mary Irine Guilbeau, A.B.  
 Mary Pringle Hart, A.B.  
 John James Hawkins, A.B.  
 Roberta Susan Hill, A.B.  
 Karen Elise Homstad, A.B.  
 Jack Walter Hurkett, A.B.  
 Anne Donahue Kenney, S.B.

Brenna Audris Leach, S.B.  
 Bernard Levine, A.B.  
 Jane Patricia Lynch, A.B.  
 Mary Virginia Maguire, A.B.  
 Macy Joseph Margolis, A.B., A.M.  
 Lily Apo Mark, A.B.  
 Ada Violeta Martínez, B.A.  
 Elizabeth Bliss Murphy, A.B.  
 Joan Bianchi Neuwirth, A.B.  
 Margaret Kanof Norden, A.B.  
 John Anderson Phinney, A.B.  
 JoAnn Abraham Reiss, A.B.  
 Martin Howard Sable, A.B., A.M.,  
 Doctor en Letras  
 Joseph John Schmuck, A.B., A.M.  
 Alan Leslie Seaburg, A.B., B.D.  
 Allen Joseph Sévigny, A.B.  
 William Croston Slemmer, A.B., A.M.  
 Julia Doughty Stackpole, A.B.  
 (Alice) Ruth Synan, A.B.  
 Narcisa Felix Tioco, B.S.E.  
 Barbara Ellen Tracy, A.B.  
 Robert Edward Wagenknecht, A.B.  
 Carol Whitney, A.B.

## SCHOOL OF SOCIAL WORK

Barbara Peck Andrews, A.B.	Ruth Deraney Khiralla, S.B.
Sheila Mae Baker, A.B.	Elaine Ascher Kohn, A.B.
Elizabeth Ann Bowen, A.B.	Shirley Rome Levy, A.B.
Lyndall Elizabeth Cadbury, A.B.	David Ober McGavern, A.B.
Mary Laura Cahn, A.B.	Yaqoba Koppelman McGavern, A.B.
Lois Nesson Cohen, A.B.	Barbara Rose McIntyre, A.B.
Nancy Hoyt Day, A.B.	Elizabeth Boruchoff Manley, A.B.
Eva Yona Deykin, A.B.	Mary Jane Manning, A.B.
Rae Adele Fishman, A.B.	Alice Bonbright Merrifield, A.B.
Mary Saltman Fogel, B.Des.	Sarah Adams Parker, A.B.
Mereva Parrish Gibbs, B.S. in Ed.	Eleanor Ode Seaman, A.B.
Nancy Aub Gleason, A.B.	Sally Moore Sharaf, A.B.
Sallie Eichengreen Gratch, S.B.	Danta Marie Smith, A.B.
Barbara Sparks Hall, A.B.	Constance McCalmont Trax, A.B.
Grace Elizabeth Jessop, A.B., A.M.	Louise Weiss, A.B.
Jacqueline Ann Jones, A.B.	Phyllis Lagrenade Wyne, S.B.
Grace Mildred Kawamoto, A.B.	Ruth Reiner Zucker, S.B.

## SCHOOL OF HOME ECONOMICS

Rosella Schatz Blackington, B.S.Ed.	Patricia Jean McElhinney, S.B.
Margaret Mary Giovanoni, S.B.	(Olivia) Elizabeth Bradley Merritt, B.S.Ed.
Marjorie Sprague Harrington, B.S.Ed.	Marjorie Agnes Moran, B.S.Ed.
Sister Anita Richard Heilenday, B.S. in H.E.	Ella Naberezny, S.B.
Sister Mary Josepha McEleney, A.B.	Alice Allen Welch, B.S. in Ed.

## SCHOOL OF NURSING

Marian Edna Alexander, R.N., S.B.	Ellen Cain McDonald, R.N., B.S. in Nurs.
Amney C. Caurdy, R.N., B.S. in Nurs.	Irene Galiley Merker, R.N., S.B.
Janet Elaine Waite, R.N., A.B.	

## DIPLOMAS AWARDED IN 1959

## SCHOOL OF BUSINESS

*For the Completion of the Program in Medical Record Administration*  
 Eleanor Ruth Newman

## SCHOOL OF SCIENCE

*For the Completion of the Program in Physical Therapy*

Marilyn June Brown	Catherine Kirmayer Dolben
Susan Stuart Davis	Joan Elizabeth Egeris

Sandra Ruth Holland  
Karen Rudolph Johnson  
Eleanor Janet Olson

Ann Silk  
Evelyn Wolff Smith  
Arlean Harriet Rebecca Sussman  
Carole Anne Turner

*For the Completion of the Program in Diagnostic Laboratory Science*

Janet Marie Donovan

Ethel Betty Orloff

SCHOOL OF NURSING

*For the Completion of the Five-Year Program in the Theory and Practice of Nursing*

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Nora Millicent Aiken  
Janice Bowden Aliff  
Miriam Kent Bengtson  
Virginia Anne Brainard  
Nancy Adams Brown  
Ann Marie Coghlin  
Mary-Louise Comins  
Judith Ann Gaudrault  
Joan Elizabeth Goldsberry, S.B.  
Sally Ann Jacobs

Katherine Mary Kelly  
Patricia Mary McGuerty  
Virginia Gail Metcalf  
Janet Alice Peterson  
Jean Madeline Pierce  
Beverly Anne Rogers  
Elaine Paula Rosenberg  
Carole Ruth Smith  
Carolyn Grace Spencer  
Josephine Grace Stearns  
Miriam Zakarian



PRIZES AND AWARDS, 1958-59

ALUMNAE HONOR AWARD

Amy Ellen Gordon

ALUMNAE SCHOLARSHIP AWARD

Mary Elizabeth Henderson

FOUNDER'S PRIZE, PRINCE SCHOOL

Carol Smith Cushing

THE ROBERT RANKIN AWARD

Veronica Anne Cuddire

THE PALMER AWARD

Constance Ann Gray

THE CATHERINE JONES WITTON AWARD

Charline Ruth Tarutz

THE BEATRICE GANNON CHADDUCK AWARD

Elizabeth Ann Gehlhaus

## REGISTER OF STUDENTS

The following abbreviations are used:

<i>Pub</i>	Publication	<i>SW</i>	Social Work	<i>HE</i>	Home Economics
<i>L</i>	Library Science	<i>B</i>	Business	<i>N</i>	Nursing
<i>SS</i>	Social Science	<i>R</i>	Retailing	<i>uncl.</i>	unclassified
<i>Ed</i>	Education	<i>S</i>	Science		

The year of classification in a regular undergraduate program is represented by the Arabic Numeral following the letter. Other programs are designated as follows:

<i>Pub II</i>	One-Year Program in Publication for College Graduates
<i>L II</i>	One-Year Program in Library Science for College Graduates
<i>SW II</i>	Program in Social Work for College Graduates
<i>B II</i>	One-Year Program in Business for College Graduates
<i>B III</i>	Program in Medical Record Administration for College Graduates
<i>R II</i>	One-Year Program in Retailing for College Graduates
<i>S II</i>	One-Year Program in Medical Technology for College Graduates
<i>S III</i>	One-Year Program in Science for College Graduates
<i>S IV</i>	Sixteen-Month Program in Physical Therapy for College Graduates and Graduate Nurses
<i>S V</i>	One-Year Program in Orthoptics for College Graduates
<i>HE III</i>	Graduate Program in Home Economics Education
<i>N II</i>	One-Year Program in General Public Health Nursing
<i>N IV</i>	Undergraduate Degree Program for Graduate Nurses
<i>N V</i>	Half-Year Program in Preparation for Schools of Nursing
<i>N VI</i>	Graduate Program in Public Health Nursing

The College residence halls, situated in Boston (Zone 15), are designated as follows:

A.H.	Appleton House, 291 Brookline Avenue	LO ngwood 6-8564
Ar.H.	Arnold Hall, 78 Pilgrim Road	LO ngwood 6-8464
B.H.	Brookline House, 281 Brookline Avenue	LO ngwood 6-8836
D.H.	Dix Hall, 30 Pilgrim Road	LO ngwood 6-8933
E.H.	Evans Hall, 305 Brookline Avenue	LO ngwood 6-8957
H.H.	Hastings House, 4 Short Street	LO ngwood 6-9094
L.H.	Longwood House, 46 Pilgrim Road	LO ngwood 6-8769
M.H.	Morse Hall, 275 Brookline Avenue	LO ngwood 6-9017
N.H.	North Hall, 86 Pilgrim Road	LO ngwood 6-9002
P.H.	Pilgrim House, 54 Pilgrim Road	BE acon 2-6075
S.H.	Simmons Hall, 255 Brookline Avenue	RE gent 4-0300
So.H.	South Hall, 321 Brookline Avenue	LO ngwood 6-8506
T.H.	Turner House, 2 Short Street	LO ngwood 6-8673

Unless otherwise stated all addresses are in Massachusetts. Where two addresses are given, the local precedes the home address.

## GRADUATE DIVISION

- Abelson, Burton Morris, *L II* (A.B. *Boston Univ.* 1959) 34 W. Selden, Mattapan 26  
 Abrahams, Mrs. Miriam Cohen, *L II* (B.S.Ed. *Worcester State Teachers* 1942) 83 Roundwood Rd., Newton 64  
 Arfmann, Nancy Ann, *SW II* (A.B. *Goucher* 1957) 11 E. Newton, Boston 18; 8 Gardner Ave., Middletown, N.Y.  
 Arndt, Jean Ruth, *SW II* (A.B. *Reed* 1958) 15 Orono, Milton 87; 1207 Jersey, Bellingham, Wash.  
 Austin, (Harriet) Joan, *SW II* (A.B. *Univ. of Chattanooga* 1957) 194 Beacon, Boston 16; 208 Belvoir Ave., Chattanooga, Tenn.  
 Barclay, Peregrine Warfield, *SW II* (A.B. *Mount Holyoke* 1958) 194 Beacon, Boston 16; Lindenhyrst, Lynn Haven, Fla.  
 Barton, Beverly Arnold, *L II* (S.B. *Rhode Island College of Pharmacy* 1952) 96 Pinckney, Boston 14; 121 Oakhurst Ave., Warwick, R.I.  
 Beals, Barbara Potter, *L II* (A.B. *Boston Univ.* 1958) Greystone Rd., Marblehead  
 Beary, Eugene George, *L II* (A.B. *Boston Univ.* 1951) 153 Emerson, S. Boston 27  
 Beldock, Mrs. Priscilla Matthews, *L II* (B.S.Ed. *Wheelock* 1957) 183 Wright, Arlington 74  
 Berry, John Nichols, III, *L II* (A.B. *Boston Univ.* 1958) 14 Otis, Wakefield  
 Bleecker, Chester Vincent, *L II* (Mus.B., Mus.M. *Univ. of Kansas* 1947, 1949) 112 Nonantum, Brighton 35  
 Bodge, Richard Albert, *L II* (A.B., A.M. *Boston Univ.* 1947, 1948) 4 Piper Lane, S. Acton  
 Bogle, Helen, *L II* (A.B. *Radcliffe* 1959) 51 Queensberry, Boston 15; 13 Main, Littleton, N.H.  
 Bolas, Mrs. Muriel Watkins, *HE III* (B.S. in H.E. *Boston Univ.* 1948) 12 Parkway Rd., Brookline 46  
 Bondi, Laura Margaret, *L II* (S.B. *Simmons* 1955) 3 City View Rd., Brookline 46  
 Brayton, Paul Richard, Jr., *L II* (A.B. *Harvard* 1957) 24 Line, Boston 8  
 Brillante, Elinor Evelyn, *HE III* (B.S.Ed. *Framingham State Teachers* 1954) 9 Greenough Ave., Jamaica Plain 30  
 Britnell, Mrs. Alice Bentley, *HE uncl.* (S.B., S.M. *Simmons* 1944, 1958) 22 Highgate Rd., Framingham Center  
 Broadhurst, Constance May, *L II* (A.B. *Bates* 1959) 335A Harvard, Cambridge 39; 8 Doris Ave., Somerset  
 Brown, Hope Buxton, *L II* (A.B. *Brown Univ.* 1943; Ed.M. *Boston Univ.* 1945) 234 Beacon, Boston 16  
 Brown, Kenneth Richard, *L II* (A.B. *Boston Univ.* 1957) 455 Park Dr., Boston 15  
 Buck, Mrs. Jacqueline Wray, *SW II* (S.B. *Simmons* 1955) Birchwood Rd., N. Wilmington  
 Buckley, Denise Mary, *L II* (A.B. *Mount Saint Mary* 1958) 45 Grant Ave., Watertown 72; 84 Clarke, Manchester, N.H.  
 Budner, Mrs. Ruth Stern, *SW II* (A.B. *Goucher* 1958) 170 Monticello Ave., Dorchester 25  
 Burns, Beverly Anne, *HE III* (S.B. *Univ. of Massachusetts* 1953) 1384 Commonwealth Ave., Brighton 35  
 Canner, Miriam Eve, *SW II* (S.B. *Simmons* 1958) 223 St. Paul, Brookline 46  
 Carrington, Norma Edwina, *SW II* (A.B. *Radcliffe* 1958) 1 Garden, Cambridge 38; 83 Harvard Ave., W. Medford 55  
 Carver, Mrs. Frances Man, *SW II* (A.B. *Wellesley* 1940) 59 Nahant Ave., Winthrop 52  
 Cerjanc, Mrs. Ruth Wade, *L II* (A.B. *Brown Univ.* 1933) 22 Binford, Central Falls, R.I.  
 Chakalis, Angeline, *SW II* (S.B. *Simmons* 1959) 423 Washington Ave., Chelsea 50  
 Cheves, Mrs. Vera Cederstrom, *L II* (B.S. in Ed. *Boston Univ.* 1930) 3 Danforth Pl., Boston 19  
 Chmielewski, Ann Martha, *SW II* (A.B. *Brown Univ.* 1959) 4 Derne, Boston 14; 90 Norman Ave., Cranston 10, R.I.  
 Clark, Mrs. Joan Merriss, *L II* (A.B. *Bennington* 1945) 147 Worthington, Boston 15; Boundbrook Island, Wellfleet

- Conant, Shirley, *L II* (A.B. *Bryn Mawr* 1957) 14 Trowbridge, Cambridge 38; 39 Norwood Ave., Newton Centre 59
- Costin, William Henry, Jr., *L II* (S.B. *Boston* 1959) 189 Wren, W. Roxbury 32
- Coughlin, Nancy Ellen, *L II* (A.B. *Emmanuel* 1958) 1090 Brook Rd., Milton 87
- Crockett, Barbara Ellen, *HE III* (B.S.Ed. *Framingham State Teachers* 1958) 144 Warren, Medford 55
- Cruz, Mrs. Ines Cayabyab, *Pub II* (B.S.E. *Univ. of Santo Tomas* 1948; M.A. in Ed. *Adamson Univ.* 1949) T.H.; 2232 Makata, Manila, Philippines
- Curran, Ann Theresa, *L II* (A.B. *Emmanuel* 1949) 54 Nonantum, Brighton 35
- Currier, Rosemary, *HE III* (S.B. *Boston Univ.* 1952) 59 High, Amesbury
- Dailey, Mrs. Helen Rand, *L II* (B.S.Ed. *Framingham State Teachers* 1941) 15 Ripley Lane, Weston 93
- Dain, Mrs. Judith Monroe, *L II* (A.B. *Hiram* 1959) 572 Huntington Ave., Boston 15
- Dart, Mrs. Eugénie Louise, *L II* (A.B. *Tulane Univ.* 1940) 500 Park Dr., Boston 15; 2127 Octavia, New Orleans, La.
- Davidson, Alice Gail, *SW II* (B.S. in S.S. *College of William and Mary* 1958) 279 Newbury, Boston 16; 4300 Groveland Ave., Baltimore 15, Md.
- Davis, Mrs. Anne Mitchem, R.N., *N VI* (S.B. *Lincoln Univ.* 1950) 44 Ellington, Boston 21
- Decker, Mrs. AnnaMarie Eggertsen, *L II* (S.B. *Brigham Young Univ.* 1924) 17 Cotswold Rd., Brookline 46
- Demaree, Virginia Grace, R.N., *N uncl.* (S.B. *Simmons* 1956) 103 Myrtle, Boston 14
- DesRoches, Carol Anne, *L II* (A.B. *Radcliffe* 1958) 1692 Massachusetts Ave., Cambridge 38; 77 Maple Ave., Andover
- Dible, Mrs. Joan Brain, *L II* (A.B. *Univ. of Delaware* 1958) 1135 Commonwealth Ave., Allston 34
- Diesing, Lois Ruth, *SW II* (A.B. *Univ. of Minnesota* 1955) 107 Mountford, Boston 15; 1976 Fairmount, St. Paul 5, Minn.
- Donohue, Joseph Chaminade, *L II* (A.B. *Univ. of California* 1958) 23 Irving, Boston 14; 2509 Prince, Berkeley 5, Calif.
- Donovan, Catharine-Mary, *B II* (A.B. *Manhattanville College of the Sacred Heart* 1955) 117 Beacon, Boston 16
- Donovan, Elizabeth Ellen, *S IV* (A.B. *Wellesley* 1959) 106 Juniper Rd., Belmont 78
- Down, Karen Jean, *SW II* (A.B. *Wellesley* 1959) 118 Trowbridge, Cambridge 38; 4317 Perry Way, Sioux City 8, Iowa
- Drane, Elizabeth Ann, *L II* (A.B. *Wheaton* 1954) 335A Harvard, Cambridge 39; 5 N. Worcester, Chertley
- Dunn, Joyce Marie, *L II* (A.B. *Regis* 1956) Myrtle St., Norfolk
- Dunn, Mrs. Margaret Myers, *SW uncl.* (A.B. *Smith* 1937) 49 Elm, Wellesley Hills 81
- Efferts, Mara, *L II* (Mus.B., Mus.M. *New England Conservatory of Music* 1951, 1954) 62 Toxteth, Brookline 46
- Elashoff, Elayne Linda, *SW II* (A.B. *Univ. of Michigan* 1959) 11 East Blvd., Newton Centre 59
- Elliott, Cynthia Alice, *SW II* (A.B. *Mount Holyoke* 1959) 202 Commonwealth Ave., Boston 16; 20 E. Penn, Germantown, Penna.
- Fay, Shirley Elizabeth, *SW II* (A.B. *Keuka* 1952) 134 Hancock, Cambridge 39; 9 Crestwood Blvd., Poughkeepsie, N.Y.
- Feldman, Mrs. Philippa Blume, *L II* (A.B. *Colby* 1958) 32 Irving, Cambridge 38
- Feshback, Mrs. Sylvia Harris, *L II* (A.B. *Brooklyn* 1938) 5 Sedgwick Rd., Cambridge 38
- Fey, Mrs. Mary-Elizabeth Foley, *L II* (B.S. in Ed. *Northeastern Univ.* 1958) 19 Westbourne Ter., Brookline 46
- Finnegan, Jane Anne, *SW II* (S.B. *Simmons* 1958) 79 Kinsley, Stoughton
- Flynn, Rosalie Miriam, *L II* (A.B. *The Dominican College of San Rafael* 1959) 10 Remington, Cambridge 38; 5136 Los Feliz Blvd., Los Angeles 27, Calif.
- Ford, James Joseph, *L II* (A.B. *Boston* 1948) 162 Abbott, Lawrence
- Foster, Diana Joan, *SW II* (S.B. *Boston Univ.* 1959) 227 Park Dr., Boston 15; 156 Maple, Framingham Center
- Fremd, Edward George, *L II* (A.B. *Harvard* 1952) 192 Appleton, Cambridge 38
- Futch, Dorothy Helen, *L II* (A.B. *Florida State Univ.* 1951) 10 Griggs Ter., Brookline 46



- Gabel, Katherine, *SW II* (A.B. *Smith* 1959) 288 Marlborough, Boston 16; 2 Highland Hts., Rochester 18, N.Y.
- Gable, Jeanne Louise, R.N., *N VI* (B.S.N. *Georgetown Univ.* 1956) T.H.; 1001 Continental Dr., Daytona Beach, Fla.
- Gallo, Bela, *L uncl.*, 7 Mellen, Cambridge 38
- Gering, Carol B., *SW II* (A.B. *Gustavus Adolphus* 1958) 80 St. Paul, Brookline 46; 2625 Pleasant View, Elkhart, Ind.
- Giles, James Timothy, *L II* (B.S.Ed. *Lowell State Teachers* 1958) 10 Griggs Ter., Brookline 46; 44 Royalston Ave., Lowell
- Gillingham, Mary Ann, *SW II* (A.B. *Univ. of Vermont and State Agricultural College* 1959) 64 Myrtle, Boston 14; 23 Pleasant, Woodstock, Vt.
- Gilman, Richard Lawrence, *L II* (A.B. *Tufts Univ.* 1949) 19 Dartmouth, W. Newton 65
- Goldberg, Judith Ann, *SW II* (A.B. *Beaver* 1958) 19 Westbourne Ter., Brookline 46; 333 Bent Rd., Wyncote, Penna.
- Goldfine, Mrs. Jean Seligman, *SW II* (A.B. *Boston Univ.* 1958) 130 Berkeley, W. Newton 65
- Goldstein, Mrs. Janice Levy, *SW II* (A.B. *Smith* 1933) 22 Edgehill Rd., Chestnut Hill 67
- Goldstein, Samuel, *L II* (A.B., A.M. *Boston Univ.* 1952, 1958) 9 Fairfax, Dorchester 24
- Goldwyn, Mrs. Roberta Milender, *SW II* (A.B. *Radcliffe* 1958) 41 Auburn, Brookline 46; 15 Hobart Rd., Newton Centre 59
- Goon, Janet, *SW II* (S.B. *Simmons* 1958) 34 Newton, Brighton 35
- Gordon, Audrey Erna, *SW II* (A.B. *Boston Univ.* 1958) 279 Newbury, Boston 16; 596 Chandler, Worcester 2
- Grasberg, Gabriel, *L II* (B.A. *McGill Univ.* 1951; A.M. *Harvard Univ.* 1953) 67 Marlborough, Boston 15
- Green, Deborah Hall, *SW II* (A.B. *Wellesley* 1959) 10 Trowbridge, Cambridge 38; 407 Angell, Providence, R.I.
- Grey, Mrs. Frances Jones, *SW II* (A.B. *Wellesley* 1937) 5 Field Rd., Lexington 73
- Griffin, Sister Alice Mary, *L II* (A.B. *Trinity* 1955) 400 The Fenway, Boston 15
- Grossmann, Walter, *L II* (A.B. *Yankton* 1943; A.M., Ph.D., *Harvard Univ.* 1944, 1951) 97 Waverley, Belmont 79
- Guilliams, Ralph Earl, *SW II* (A.B. *Boston* 1952) 110 Fenwick, Framingham
- Haberstroh, Mrs. Phyllis Weese, *SW II* (B.A., B.S.W. *Univ. of Toronto* 1952, 1954) 100 Memorial Dr., Cambridge 42
- Halsey, Richard Sweeney, *L II* (Mus.B., Mus.M. *New England Conservatory of Music* 1952, 1954) 94 Addington Rd., Brookline 46
- Hapgood, Mrs. Tamsin Hughes, *L II* (A.B. *Smith* 1929) 26 Evans Way, Boston 15
- Harris, Joanne, *L uncl.* (B.S. in Ed. *Lesley* 1952) 266 Clark Rd., Brookline 46
- Harris, Maryjane, *L II* (A.B. *Univ. of Maine* 1958) 461 Park Dr., Boston 15; Great Diamond Island, Portland, Maine
- Healey, Dorothy Jane, *L II* (A.B. *Clark Univ.* 1958) 73 Downing, Worcester 10
- Hegner, Elizabeth Anne, *HE III* (B.S. in H.E. *College of Saint Elizabeth* 1953) 37 Cape Cod Lane, Milton 87
- Hennessey, Patricia Judith, *HE III* (A.B. *Regis* 1958) 1395 Washington, Canton
- Henning, Patricia Ann, *L II* (B.S. in Sec. Ed. *West Chester State Teachers* 1956) 640 Huntington Ave., Boston 15; 127 E. Elm, Emmaus, Penna.
- Herman, Sally Ann, *SW II* (A.B. *Hood* 1952) 888 Massachusetts Ave., Cambridge 39; 333 Hawthorne Ter., Mount Vernon, N.Y.
- Herz, Mrs. Norma Beers, *L II* (A.B. *Adelphi* 1950) 67 Marlborough, Boston 16; c/o C. W. Beers, 93 Sherman Ave., Rockville Centre, N.Y.
- Hiles, Mrs. Lauretta Ruschel, *L II* (S.B. *Boston Univ.* 1956) 60 Katherine Rd., Watertown 72
- Hilliard, Mrs. Jean Squire, *SW II* (A.B. *Vassar* 1959) 378 Broadway, Cambridge 39
- Hilton, Robert Chadwick, *L II* (A.B. *Boston Univ.* 1958) 218 Reservoir Rd., Brookline 67
- Hobson, Barbara Diantha, *L II* (A.B. *Connecticut* 1948; A.M. *Smith* 1951) 18 Exeter, Boston 16; 11 Brown, Palmer
- Hollander, Earl Donald, *SW II* (A.B. *Yeshiva Univ.* 1957) 57 Wellington Hill, Mattapan 26
- Howard, Elizabeth Mary, *L II* (A.B. *Radcliffe* 1937; S.B. *Simmons* 1944) 681 Hammond, Chestnut Hill 67

Ivry, Mrs. Joann Saltzman, *SW II* (A.B. *Boston Univ.* 1958) 33 Highgate, Allston 34

Jameson, Andrew George, *L II* (A.B. *Univ. of California* 1949; *Docteur Univ. of Paris* 1951; A.M., Ph.D. *Harvard Univ.* 1952, 1958) Adams House C-27, Harvard Univ., Cambridge 38

Javelin, Mrs. Muriel Cann, *L II* (A.B. *Mount Holyoke* 1927) 45 Clearwater Dr., Mattapan 26

Jenkins, Jean Edna, *NV* (S.B. *Nyack Missionary* 1959) 25 Deaconess Rd., Boston 15; 210 Westminster Rd., E. Weymouth 89

Jones, Priscilla Marie, *SW II* (A.B. *Boston Univ.* 1959) 211 Holbrook Rd., N. Quincy 71

Jones, Mrs. Suad Ali Fahs, *L II* (B.A. *American Univ. of Beirut* 1959) 474 Putnam Ave., Cambridge 39; 612 Sheridan, Richmond, Ind.

Kahane, Mrs. Rosalind Quat, *SW II* (A.B. *Hunter College of the City of New York* 1943) 93 Sherman, Belmont 78

Kalfayan, Adriné, *L II* (S.B. *New Haven State Teachers* 1957) 149 Hancock, Cambridge 39; 91 Third, Hamden, Conn.

Karofsky, Mrs. Sylvia Dulman, *SW uncl.* (S.B. *Simmons* 1937) 268 Kent, Brookline 46

Katz, Lydia Amelia, *L II* (A.B. *Colby* 1959) 94 Naples Rd., Brookline 46

Kay, Mrs. Olga Matta, *L II* (LL.B. *Boston Univ.* 1930) 78 Bontempo Rd., Newton Centre 59

Keenan, Elizabeth Louise, *L II* (A.B. *Clark Univ.* 1954) 8 Cottage, Lexington 73

Kelley, Emaline Louise, *L II* (B.S. in Ed., Ed.M. *Boston Univ.* 1939, 1945) 125 Glezen Lane, Wayland

Kibrick, Mrs. Jane Mittau, *L II* (A.B. *Wellesley* 1938) 45 Harvard Ave., Brookline 46

Kim, Hak Eum, *L II* (B.A. *Ewha Womans Univ.* 1956) 11 Peterborough, Boston 15; 23 Choong Ang-dong 1-ka, Pusan, Korea

Kim, Mrs. Kum Jee Chu, *SW uncl.* (A.B. *Our Lady of the Lake* 1954; A.M. *The Univ. of Texas* 1956) 409 Putnam Ave., Cambridge 39

Kirsh, Judith Sara, *SW II* (A.B. *Brown Univ.* 1959) 451 Park Dr., Boston 15; 577 Central Ave., New Haven 15, Conn.

Kreger, Mrs. Lillian Gendron, *HE uncl.* (B.S.Ed. *Framingham State Teachers* 1941; S.M. *Simmons* 1958) 5 Walnut, Framingham

Kuiper, Mrs. Marilyn Sawyer, *L II* (S.B. *Tufts Univ.* 1948; A.M. *Smith* 1950) 178 N. Main, Sharon

Kurland, Nancy Jamie, *SW II* (A.B. *Vassar* 1959) 472 Broadway, Cambridge 38; 81 Canterbury, Hartford 12, Conn.

Kurson, Mrs. Phyllis Green, *L II* (A.B. *Wellesley* 1935; S.B. *Simmons* 1937) 20 Evelyn Rd., Waban

Latham, Elizabeth Ann, *SW II* (A.B. *Colby* 1959) 29 Fairfield, Boston 16; 53 High, Deep River, Conn.

Lebowitz, Mrs. Harriet Shurdut, *SW II* (A.B. *Connecticut* 1956) 2 Wellington Ter., Brookline 46

Lee, Marian Eileen, *SW II* (A.B. *Univ. of Rhode Island* 1958) 7 Anderson, Boston 14; 169 Columbia Ave., Edgewood 5, R.I.

Lerner, Mrs. Marianne Dodek, *SW uncl.* (A.B. *Boston Univ.* 1958) 54 Walker, Newtonville 60

Levi, Sylvia Elinor, *SW II* (A.B. *Univ. of Michigan* 1956) 265 Ward, Newton Centre 59

Levine, E. Judith, *SW II* (A.B. *Boston Univ.* 1958) 274 Brookline Ave., Boston 15; 197 Stamford Ave., Stamford, Conn.

Levy, Mrs. Andrea Kniznick, *SW II* (A.B. *Vassar* 1958) 83 Bishop Dr., Framingham

Lewis, Margaret Louise, *L II* (A.B. *College of New Rochelle* 1959) T.H.; Umpawaug Hill, W. Redding, Conn.

Lewitt, Joan Phyllis, *SW II* (A.B. *Wellesley* 1958) 1431B Cambridge, Cambridge 39; 24 Chester, Nashua, N.H.

Lisbon, Peter Wallace, *L II* (A.B. *Brown Univ.* 1955) 288 Lexington, Watertown 72

Liu, Chun-Jo, *L II* (B.A. *National Tsing Hua Univ.* 1945; A.M. *Occidental* 1949; Ph.D. *The Univ. of Wisconsin* 1952) 335A Harvard, Cambridge 38

- Logowitz, Linda Lee, *SW II* (A.B. *Brown Univ.* 1959) 451 Park Dr., Boston 15; 525 Elm Grove Ave., Providence 6, R.I.
- Lopes, Mrs. Petra Kaye Brown, *L II* (B.S. in Ed. *Western Carolina Teachers* 1955) 42 Beacon, Gloucester
- Lorentzen, Doreen Gertrude, *L II* (A.B. *Boston Univ.* 1956) 10 Shean Rd., Belmont 78
- Lovely, Norman Everett, *L II* (S.B. *College of the Holy Cross* 1953) 1065 Main, Leicester
- Luhde, Jutta Clara Erna Marie, *L II*, 98 Myrtle, Boston 14
- McCauley, (Mary) Patricia, *L II* (S.B. *Emmanuel* 1951) 16 High, Everett 49
- McDonough, John James, *L II* (A.B. *Boston* 1958) 18 Ogden, Dorchester 24
- McGrath, Mark, *SW II* (A.B. *Harvard* 1958) 55 Hampshire, Cambridge 39
- MacKenzie, Mrs. Ruth Sullivan, *L II* (S.B. *Simmons* 1932) 1891 Beacon, Waban 68
- MacWilliam, Mrs. Marion Dowling, *L II* (B.F.A. *Massachusetts School of Art* 1951) 31 McKinley Rd., Norwood
- Madden, Mary Elizabeth, *HE uncl.* (S.B. *Regis* 1942; S.M. *Simmons* 1951) 11 School, Waltham 54
- Magenau, Mrs. Mary Stubbs, *L II* (A.B. *Radcliffe* 1931; S.B. *Simmons* 1932) 8 Avon, Cambridge 38; 132 Willard, New Haven 15, Conn.
- Maier, Mary Virginia, *L II* (A.B. *Trinity* 1958) 286 Newbury, Boston 16; 2184 Main, Stratford, Conn.
- Mains, Irene Margaret, *L II* (S.B. *Boston* 1958) 313 Quincy, Dorchester 25
- Manley, Joan Helen, *L II* (A.B. *Univ. of Massachusetts* 1955) 14 Lyman, Newton Centre 59
- Marmas, Esther Ann, *SW II* (S.B. *Simmons* 1959) 17 Brimmer, Boston 8; 4 Wing, Burlington, Vt.
- Martin, Mrs. Sheila Goldfarb, *SW II* (A.B. *Boston Univ.* 1958) 1408 Commonwealth Ave., Brighton 35; 691 Camperdown Rd., Teaneck, N.J.
- Masaki, Ruriko, *L II* (B.A. *Keio Univ.* 1959) T.H.; 3-93 Denenchofu, Ota-ku, Tokyo, Japan
- May, Mrs. Beth Butler, *SW II* (A.B. *Goucher* 1958) 204 Hemenway, Boston 15
- Mayo, Jean Nordyke, *SW II* (A.B. *Syracuse Univ.* 1958) 12 Mellen, Cambridge 38; Central Rd., Middlebury, Conn.
- Means, Nancy Amelia, *SW II* (A.B. *Hollins* 1938) 67 Revere, Boston 14; 168 Ivy, Spartanburg, S.C.
- Melvin, Mrs. Barbara Brackney, *L II* (A.B. *Wellesley* 1959) Park St. Ter., Lunenburg
- Merrill, Jean Reid, *SW II* (A.B. *Wellesley* 1959) 20 Union Pk., Boston 18; 15 Beacon, Danvers
- Meyer, Mrs. Katherine Theobald, *L II* (S.B. *Simmons* 1958) 36 Gloucester, Boston 15
- Michalak, Naomi Ruth, *L II* (B.S.Ed. *North Adams State Teachers* 1944) 114 Commonwealth Ave., Boston 16
- Milanes, Sister Dolores, *L II* (B.S. in Ed. *Villa Maria* 1941) 20 Charlesgate W., Boston 15; 345 E. 9th, Erie, Penna.
- Miller, Mrs. Dorothy Friend, *L II* (A.B. *Connecticut* 1932) 43 Old Middlesex Rd., Belmont 78
- Miller, Judith Joy, *L II* (A.B. *Bates* 1957) 54 Garfield, Cambridge 38; 1019 S. Governor's Ave., Dover, Del.
- Mitchell, David Lee, *L II* (A.B. *Harvard* 1958) 25½ Grant, Cambridge 38
- Moncy, Mrs. Mildred Watson, *HE III* (A.B. *Georgia State College for Women* 1936) 5 Wildwood, Winchester
- Mongeon, Norma Joyce, *L II* (A.B. *Clark Univ.* 1951) 97 Millbury Ave., Millbury
- Montana, Edward Joseph, Jr., *L II* (S.B., A.M. *Boston* 1955, 1957) 11 Stearns, Newton Centre 59
- Murphy, Mary Alice, *L II* (A.B. *Emmanuel* 1959) 20 Goodrich Rd., Jamaica Plain 30
- Nelson, Mrs. Florence Strum, *SW II* (A.B. *New York Univ.* 1938; A.M. *Columbia Univ.* 1939) 258 Russett Rd., Chestnut Hill 67
- Newman, Morris Harold, *SW II* (S.B. *Suffolk Univ.* 1959) 3 Ashton Ave., Newton 59
- Newman, Phoebe, *SW II* (A.B. *Goucher* 1955) 20 Union Pk., Boston 18; Lumber Lane, Bridgehampton, N.Y.
- Nile, Russell Abbott, *L II* (A.B. *Bates* 1955) 40 Manning Rd., Waltham 54
- Ning, Susan, *SW II* (Mus.B. *Boston Univ.* 1958) 227 Marlborough, Boston 16; P.O. Box 934, Manila, Philippines



- Nordquest, Corrine Marie, *L II* (B.S. in R.E. *Schauffler* 1944) 27 Burroughs, Boston 30; 1733 W. 7th, Ashtabula, Ohio
- O'Connell, Mrs. Maureen Gorman, *HE III* (S.B. *Univ. of Rhode Island* 1949) 70 Pinewood Rd., Needham 92
- O'Shea, Kathleen Teresa, *S uncl.* (A.B. *Newton College of the Sacred Heart* 1959) 2 Washington, Peabody
- Parent, Richard Louis, *L II* (B.E. *Plymouth Teachers* 1959) 338 Beacon, Somerville 43; 38 Main, Gorham, N.H.
- Parsons, Mrs. Harriet Dunning, *HE III* (B.S. in H.E. *Kansas State* 1956) 32 Lantz Ave., Whitman
- Pease, William Artis, *L II* (A.B. *Harvard* 1959) 383 Harvard, Cambridge 38; 65 Ulmer, Rockland, Maine
- Petersen, Mrs. Antoinette DeRosa, *L II* (A.B. *Brooklyn* 1957) 19 Peterborough, Boston 15
- Pigo, Florence Dorothy, *L II* (A.B. *Emmanuel* 1958) 15 Temple, Boston 14
- Pincus, Mrs. Judith Feinberg, *L II* (A.B. *Smith* 1958) 4 Chiswick Rd., Brookline 46
- Portnoy, Mildred Ann, *SW II* (A.B. *Brandeis Univ.* 1956) 183 Marlborough, Boston 16; 38 Rotch, New Bedford
- Prince, Mrs. Jeanne Lawson, *SW II* (A.B. *Vassar* 1939) Tavern Farm, Francestown, N.H.
- Protze, Penelope Louise, *SW II* (S.B. *Boston Univ.* 1959) 20 Union Pk., Boston 18; 41 Martin Rd., Wellesley 81
- Pullen, Margaret McCue, *SW II* (S.B. *West Virginia Univ.* 1958) 22 Trowbridge, Cambridge 38; 87 McCorkle Ave., S. Charleston, W. Va.
- Quijano, Helen Gomez, *SW II* (B.A. *Univ. of the Philippines* 1955; Mus.B. *Boston Univ.* 1958) 200 Commonwealth Ave., Boston 15; 2195 Leveriza, Pasay City, Philippines
- Raftery, Barbara Ann, *L II* (A.B. *Emmanuel* 1954) 151 Wolcott Rd., Brookline 67
- Reichardt, Josephine Eleanor, *SW II* (B.R.E. *Boston Univ.* 1930) 12 Woodward Ave., Reading
- Repetat, Eleanor Wanda, *S IV* (S.B. *Misericordia* 1958) 10 Milton Rd., Brookline 46; 21 Sowle, New Bedford
- Rhodes, Robert Hunt, *L II* (A.B. *Univ. of Rhode Island* 1959) 1057 Beacon, Brookline 46; Box 149, Saw Mill Rd., N. Scituate, R.I.
- Rich, Mrs. Helen Bartley, *HE uncl.* (B.S.Ed. *Framingham State Teachers* 1944; S.M. *Simmons* 1958) 211 Randolph, S. Weymouth 90
- Richmond, Elissa Marian, *SW II* (A.B. *Wheaton* 1958) 64 Amory, Brookline 46
- Rose, Roberta Louise, *SW II* (A.B. *Mount Holyoke* 1958) 64 Rosseter, Dorchester 21
- Rothenberg, Mrs. Rose Mezikofsky, *L uncl.* (A.B. *Radcliffe* 1928) 196 Chiswick Rd., Brighton 35
- Rowe, Mrs. MaryJane Elwood, *L II* (S.B. *Allegheny* 1948) 14 Buswell, Boston 15
- Russell, Elizabeth, *L II* (A.B. *Brown Univ.* 1952; B.F.A. *Rhode Island School of Design* 1955) 144 Broad, Lynn; 73 Herschel, Providence 9, R.I.
- Ryan, Mrs. Loretta Casey, *L uncl.* (S.B. *Simmons* 1935) 155 Aspen Ave., Auburndale 66
- Saidi, Mrs. Forough Imami, *SW uncl.* (B.S. in Ed. *Tufts Univ.* 1957) 34 Anderson, Boston 14
- Sanford, Edwin Gilbert, *L II* (A.B. *Northeastern Univ.* 1953; A.M. *Boston Univ.* 1954; Ed.M. *Northeastern Univ.* 1956) 5 Pine, Belmont 78
- Sargent, Joyce Howard, *SW II* (A.B. *Bryn Maur* 1958) 652 Huntington Ave., Boston 15; 48 Leonard, Annisquam
- Sarsfield, Margaret Mary, *L II* (S.B. *Boston* 1957) 75 Heath, Jamaica Plain 30
- Savage, Carolyn Ann, *L II* (S.B. *Baylor Univ.* 1958) 27 Trowbridge, Cambridge 38; 590 Marianna, Memphis 11, Tenn.
- Sawyer, Joan Elizabeth, *L II* (B.S.Ed. *Bridgewater State Teachers* 1955) 399 Central, E. Bridgewater
- Scanlan, Mrs. Esther Meader, *SW uncl.* (A.B. *Bennington* 1958) Old Cambridge Turnpike, Lincoln



- Schneider, Richard Irwin, *SW II* (A.B. *Northeastern Univ.* 1959) 274 Chestnut, Chelsea  
 Schomer, Katherine Isabelle, *HE uncl.* (S.B. *Boston Univ.* 1944; S.M. *Simmons* 1953)  
 23a Cypress, Brookline 46  
 Schutta, Diane June, *L II* (A.B. *Univ. of Vermont and State Agricultural College* 1959)  
 22 Oakland Rd., Brookline 46; 88 N. Freeman Rd., Orchard Park, N.Y.  
 Segarra, Mrs. Martha deSouza, *L II*, 249 River, Mattapan 26  
 Selman, Steven Elliot, *SW II* (A.B. *Northeastern Univ.* 1959) 1 Page, Dorchester 21  
 Sergott, Mrs. Kathleen York, *L II* (A.B. *Suffolk Univ.* 1955) 27 Phillips, Boston 14  
 Seulowitz, Mrs. Lois Rasmussen, *L II* (A.B. *Cornell Univ.* 1951) 75 Marlboro, Belmont 78  
 Sewell, Mrs. Penelope Clark, *L II* (A.B. *Wellesley* 1954) 26E Shepard, Cambridge 38;  
 2212 Bedford Ter., Cincinnati 8, Ohio  
 Shapiro, Mrs. Enid Greenberg, *SW II* (B.S. in J. *Boston Univ.* 1945) 20 Douglas Rd.,  
 Belmont 78  
 Sheaffer, Robert LaVerne, *L II* (A.B. *Trinity Univ.* 1952) 144 Pond, Sharon; 1108 Willis,  
 Alvin, Texas  
 Sheehan, David Thomas, *L II* (S.B. *Boston* 1957) 4 Rustic Rd., W. Roxbury 32  
 Sherburne, Doris Myrtle, *SW II* (A.B. *Wellesley* 1958) 120 Charles, Boston 14; Coburn  
 Rd., Tyngsboro  
 Siner, Mrs. Catherine Morrison, *SW II* (A.B. *Duke Univ.* 1956) 150 S. Huntington Ave.,  
 Boston 30  
 Singer, Mrs. Barbara Lipsitz, *SW II* (A.B. *Bard* 1947) 3 Meigh Rd., Chestnut Hill 67  
 Smith, William Howard, *L II* (S.B. *Iowa State* 1958) 216 Hemenway, Boston 15; Roxbury,  
 Delaware Co., N.Y.  
 Snow, Janet Elaine, *SW II* (A.B. *Univ. of Michigan* 1957) 21 Francis, Brookline 46;  
 1908 Greenbriar, Kalamazoo, Mich.  
 So, Alice Kin, *S uncl.* (B.S. in Pharmacy *National Taiwan Univ.* 1957) 7 Vancouver,  
 Boston 15; Grand Court D, 18 Caine Rd., Hong Kong, B.C.C.  
 Sorensen, Karl-Dan, *SW II* (A.B. *Boston Univ.* 1959) 70 Perry, Brookline 46  
 South, Muriel, *HE III* (S.B. *Simmons* 1929; Ed.M. *Boston Univ.* 1942) 76 Gloucester Rd.,  
 Westwood  
 Speers, Mrs. Mary Louise Lemmer, *HE III* (S.B. *Eastern Michigan Univ.* 1957) 18 Leonard  
 Dr., Southboro  
 Stangle, Jean Annette, *L II* (A.B. *Wilmington* 1958) 109 Peterborough, Boston 15; 777  
 Columbus, Wilmington, Ohio  
 Stein, Mrs. Pauline Alpert, *SW II* (A.B. *Wellesley* 1953) 5 Harwich Rd., Chestnut Hill 67  
 Steingraph, Herman Bert, *SW II* (A.B. *Brandeis Univ.* 1952) 137 Sutherland Rd.,  
 Brighton 35  
 Stoddard, Valerie, *SW II* (A.B. *Sweet Briar* 1959) 188 Beacon, Boston 16; 19 Monmouth  
 Rd., Worcester 9  
 Strassmann, Fred Paul, *SW II* (A.B. *Emerson* 1953) 79 Phillips, Boston 14  
 Suh, Jung Hi, *L II* (A.B. *Univ. of Washington* 1958) 102 Queensberry, Boston 15; 4333  
 4th Ave. N.E., Seattle 5, Wash.  
 Sullivan, Hope, *SW II* (A.B. *Emmanuel* 1943) 55 Irving Ave., Providence 6, R.I.  
 Swift, Susan Elizabeth, *SW II* (A.B. *Swarthmore* 1957) 59 Louis Prang, Boston 15; 314  
 Dennis Ave., Silver Spring, Md.  
 Talbot, William Joseph, *L II* (S.B. *Boston* 1950) 8 Holt, Belmont 79  
 Tan, Joo-Een, *L II* (B.A. *The Univ. of Sydney* 1959) 146 Smith, Boston 20; 8 Eden Grove,  
 Singapore 19, Singapore  
 Tanaka, Kazuko., *L II* (B.H.E. *Japan Women's Univ.* 1951) T.H.; 743 Seijo-machi,  
 Setagaya-Ku, Tokyo, Japan  
 Tattelbaum, Judith Ann, *SW II* (S.B. *Syracuse Univ.* 1959) 135 Beacon, Boston 16; 334  
 Council Rock Ave., Rochester 10, N.Y.  
 Terry, Ellen Martha, *L II* (A.B. *Univ. of New Hampshire* 1956) 220 Newbury, Boston 16;  
 R.F.D. 4, Concord, N.H.  
 Ticknor, Benjamin Holt, III, *SW II* (A.B. *Yale Univ.* 1958) 13 Hereford, Boston 15;  
 78 Franklin, Englewood, N.J.  
 Trachtenberg, Paul Lawrence, *SW II* (B.S. in B.A. *Northeastern Univ.* 1959) 153 Strath-  
 more Rd., Brighton 35  
 Trachtenberg, Phyllis, *SW II* (S.B. *Simmons* 1958) 17 Gibbs, Brookline 46  
 Tremblay, Cecile Marie Juliette, *L II* (B.A. *Université Laval* 1950) T.H.; 32 Blvd.  
 Rivière-du-Moulin, Chicoutimi, P.Q., Canada

Van Meter, Ann, *SW II* (A.B. *Wittenberg* 1958) 274 Brookline Ave., Boston 15; 1949 Rose, Lima, Ohio  
 Veaner, Allen Barnett, *L II* (A.B. *Gettysburg* 1949) 74 Walnut, Somerville 43

Wade, Beatrice Gertrude, *L II* (A.B., A.M. *Boston Univ.* 1945, 1947) 60 Turtle Pond Pkway., Hyde Park 36

Wallace, Mary Wallbridge, *L II* (A.B. *Wellesley* 1957) 25 Gibson, Cambridge 38; Lime Kiln Lane, Louisville 7, Ky.

Warde, William David, *L II* (A.B. *Haverford* 1957) 19 Norris Rd., Hyde Park 36

Warsofsky, Marvin, *SW II* (A.B. *Northeastern Univ.* 1959) 15 Quint Ave., Allston 34

Wattendorf, Mrs. Mary Elizabeth O'Meara, *L II* (A.B., A.M. *Brown Univ.* 1931, 1934) 62 Charles, Auburndale 66

Webber, Mary Rex, *SW II* (A.B. *Smith* 1957) 37 Lee, Cambridge 39; 10 Billings Ave., Rutland, Vt.

Weintraub, Mrs. Arlene Claire, *SW II* (A.B. *Brown Univ.* 1954) 3 Payne Rd., Newton 61

Weiss, Mrs. Thalia Karlin, *SW II* (A.B. *Rutgers-The State Univ.* 1952) 343 Beacon, Boston 16

Welch, Mrs. Alice Allen, *HE uncl.* (B.S. in Ed. *Kansas State Teachers of Pittsburg* 1948; S.M. *Simmons* 1959) 244 Willis Ave., Medford 55; 1802 N. Rouse, Pittsburg, Kans.

Wheeler, Genevieve, *HE III* (B.S.Ed. *Framingham State Teachers* 1939) 344 Washington, Haverhill

Whiting, Norma Velma, *L II* (A.B. *Univ. of Maine* 1959) 470 Beacon, Boston 15; 1896 Broadway, S. Portland 7, Maine

Whyte, Carolyn, *SW II* (A.B. *Smith* 1959) 25 Butler Rd., Hingham

Wilkins, Jane Frances, *SW II* (A.B. *Wheaton* 1945) 57 Commonwealth Ave., Boston 16; 4113 Mullen Ave., Tampa 9, Fla.

Winograd, Mrs. Elaine Bates, *L II* (A.B. *Radcliffe* 1958) 56 Gardner, Allston 34

Winters, Wilma Ellsworth, *L II* (B.S. in Ed., A.M. *Boston Univ.* 1943, 1950) 151 Park Dr., Boston 15; 23 Marvin Ave., Franklin

Wolfe, Lilian Evelyn, *SW II* (A.B. *Hood* 1958) 1100 W. Roxbury Pkway., Chestnut Hill 67

Wood, Margot Wilmer, *SW II* (S.B. *Saint Louis Univ.* 1955) 43 Langdon, Cambridge 38; 105 Park, New Canaan, Conn.

Wooldridge, Vera Jean, *HE III* (S.B. *The North Dakota Agricultural* 1941) 67 Hancock, Boston 14

Wu, YuYu Regina, *L II* (B.A. *Taiwan Normal Univ.* 1957; Ed.M. *Univ. of Illinois* 1958) 10 Gray, Cambridge 38; 36 Alley 24, Lane 409, An Tung St., Taipei, Taiwan

Yim, Mrs. Setsuko Sugimoto, *L II* (A.B. *Univ. of Washington* 1956) 35 Carville Ave., Lexington 73

Yoon, Soo Won, *L II* (B.L. *Seoul National Univ.* 1958) 66 Montrose, Newton 58; 142 Wounam, Seoul, Korea

Young, Mary Belle, *L II* (A.B. *Wellesley* 1938; Ed.M. *Boston Univ.* 1954) 154 Bedford, Lexington 73

Zarem, Mrs. Diane Drachman, *SW II* (A.B. *Sarah Lawrence* 1957) 110 Longwood Ave., Brookline 46; 115 Central Pk. W., New York 23, N.Y.

Zimmerman, Judith Claire, *SW II* (A.B. *The Univ. of South Carolina* 1958) 11 E. Newton, Boston 18; Veterans Administration Hosp., Columbia, S.C.

Zimmerman, Mrs. Mary Madden, *L II* (B.S.Ed. *Framingham State Teachers* 1946) 84 Fairbank, Brighton 35

## UNDERGRADUATE DIVISION

- Abbott, Myrna Susan, *Ed2*, B.H.; 110 Linden, W. Long Branch, N.J.  
 Abeles, Julie Ann, *1*, So.H.; 115 Northumberland Rd., Pittsfield  
 Abrams, Roberta Lee, *S3*, D.H.; 1897 Stanley, New Britain, Conn.  
 Abrams, Sandra Reva, *Ed3*, 45 Adanac Rd., Milton 86  
 Addelson, MaryAnn, *Ed2*, So.H.; 116 Milburn Lane, Roslyn Hts., N.Y.  
 Adelson, Adele Susan, *Pub2*, S.H.; 9 Grace, Lowell  
 Adler, Harriet Pearl, *Pub3*, S.H.; 586 Moorhead Pl., Pittsburgh 32, Penna.  
 Adolph, Mrs. Helena Rubinstein, *Ed3*, 306 The Riverway, Boston 15  
 Aham, Mrs. Marcella McMahon, R.N., *N uncl.*, Middle Rd., Amesbury  
 Aherne, Carole Anne, *Ed3*, 32 Woodward Rd., W. Roxbury 32  
 Ainslie, Jean, *SS4*, 14 Magee, Hyde Park 36  
 Alexander, Tatiana Pozwolska, *Ed3*, N.H.; 22619 Main, Armada, Mich.  
 Alger, (Hilma) Joan, *SS3*, S.H.; 70 Webster Rd., Braintree 84  
 Allen, Elaine Frances, *Pub4*, 28 Rockland, Roxbury 19  
 Allen, Mrs. Gladys Oelschlagel, R.N., *N IV2*, 221 Clafin, Belmont 78  
 Allison, Mrs. Patricia Sundberg, *HE4*, 94 Queensberry, Boston 15; 44 Rawson, Leicester  
 Alperen, Naomi Sandra, *SS3*, D.H.; 210 College, Lewiston, Maine  
 Alves, Sandra Jeanne, *Pub2*, 325 Gannett Rd., N. Scituate  
 Alvin, Virginia, *NV*, 25 Deaconess Rd., Boston 15; 10 Gosnold, Hyannis  
 Amato, Josephine Ann, *NV*, 283 Longwood Ave., Boston 15; 19 Beaver Dam Rd., Scituate  
 Ambrose, Joyce Barbara, *1*, D.H.; 21 Avondale Dr., Islip, N.Y.  
 Ames, Sandra Alice, *B4*, Ar.H.; 1802 Wrightfield Ave., Yardley, Penna.  
 Amici, Mrs. Rosemarie Raimondi, R.N., *N uncl.*, 436 Forest, Waltham 54  
 Anderson, Thalia Elizabeth, *N4*, Mass. General Hosp., Boston 14; Sycamore Ave., Woodbury, Conn.  
 Andler, Joan Faye, *B2*, 39 Ballard, Newton 59  
 Andrews, (Edith) Lorraine, *NV*, 25 Deaconess Rd., Boston 15; R.F.D. 1, Tilton, N.H.  
 Annis, Tanya Caryl, *S3*, S.H.; 253 Gibson, Lowell  
 Arenge, Carole Celeste, *NV*, 283 Longwood Ave., Boston 15; 8 Colby, Belmont 78  
 Arlen, Priscilla Sue, *Ed2*, D.H.; 82 Holbrooke Rd., White Plains, N.Y.  
 Arlin, Judith Ann, *1*, D.H.; 2 Wayne Ave., Claremont, N.H.  
 Arlin, Marilyn Patricia, *S3*, E.H.; 2 Wayne Ave., Claremont, N.H.  
 Armand, Mrs. Elizabeth McCarthy, *B4*, 36 River, Boston 8  
 Armstrong, Sandra Joan, *NV*, 25 Deaconess Rd., Boston 15; 1 High, Camden, Maine  
 Arnold, Ruth Ann, *NV*, 283 Longwood Ave., Boston 15; 93 Chestnut Ave., Cranston 10, R.I.  
 Arseneault, Joan Ann Lucille, *N4*, 329 Longwood Ave., Boston 15; 12 Brodeur Ave., Webster  
 Arseneault, Marie Madelaine, *HE2*, Ar.H.; 12 Brodeur Ave., Webster  
 Arthur, Ruth Elaine, *N4*, Mass. General Hosp., Boston 14; 1390 Keyes Ave., Schenectady 9, N.Y.  
 Aschaffenburg, Mrs. Gloria Robichaud, R.N., *N IV4*, 81 Virginia Rd., Concord  
 Ashkenazi, Dina, *Ed4*, D.H.; 56 E. Rockaway Rd., Hewlett, N.Y.  
 Aston, Lynne Marie, *Pub2*, E.H.; 21 Glenwood Rd., Albany 4, N.Y.  
 Atherton, Penelope Ryd, *B2*, Ar.H.; 171 Boulder Cir., Glastonbury, Conn.  
 Auerbach, Mary Lynn, *S4*, S.H.; 296 Cedarhurst Ave., Cedarhurst, N.Y.  
 Ayers, Elizabeth, *B3*, M.H.; Sea Cove Rd., Cumberland Foreside, Maine  
 Aylward, Mrs. Catherine Gordon, R.N., *N uncl.*, 190 Oak, Foxboro
- Babcock, Ruth Ellen, *HE2*, 29 Hartford, Dorchester 25  
 Bacchieri, Millicent Bernice, *1*, 146 Cedar Lane, Westwood  
 Bachner, Fay, *S2*, 1 Strathmore Rd., Brookline 46  
 Bagdasarian, Michele Araxy, *1*, 1049 Highland Ave., Needham 92  
 Bailey, Brenda Anne, *N2*, L.H.; Exeter Rd., Hampton Falls, N.H.  
 Baker, Joyce Ann, *NV*, 25 Deaconess Rd., Boston 15; 27 Westlund Rd., Belmont 78  
 Baker, (Marjorie) Ann, *SS1*, A.H.; Amity Rd., Bethany 15, Conn.



- Baker, Sandra Louise, *B4*, D.H.; 73 Central Ave., Chelsea 50  
 Ball, Sally Augusta, *L3*, A.H.; 1 Payson, Lexington 73  
 Balliet, Carol Ann, *1*, 10 Rangeley Rd., Winchester; 148 S. 2nd, Lehigh, Penna.  
 Banks, Barbara Ann, *SS2*, Ar.H.; 255 North, Manchester, N.H.  
 Banks, Jane Ann, *NV*, 25 Deaconess Rd., Boston 15; 1005 Highland Rd., Ithaca, N.Y.  
 Banks, Roberta Elaine, *Ed4*, M.H.; 24 Van Greenby Rd., Lowell  
 Banks, Rosalie Mildred, *S4*, 18 Whitman Ave., Melrose 76  
 Barnat, Barbara Ann, *S3*, 39 Lawrence, Methuen  
 Barnert, Natalie Jane, *Ed3*, D.H.; 40 Collamore Ter., W. Orange, N.J.  
 Barnes, Mary Hunt, *R2*, S.H.; 418 N. Main, Wallingford, Conn.  
 Barnstone, Mrs. Leah Meyerson, *N4*, Boston Lying-in Hosp., Boston 15; 72 Egmont, Brookline  
 Barron, Melanie Harriet, *1*, 84 Mt. Vernon, Malden 48  
 Barry, Barbara Ann, *Ed2*, 53 Chesterton Rd., Wellesley 81  
 Barry, Mrs. Mary Bodge, R.N., *N uncl.*, 35 Aerial, Arlington 74  
 Bartheaux, Joan Margaret, R.N., *N uncl.*, 229 Kent, Brookline 46; 120 E. Broadway, Haverhill  
 Bartlett, JoAnn Marie, *B1*, So.H.; 3 Park, Sanford, Maine  
 Bassett, Jane Allison, *1*, D.H.; 31 W. Main, Northboro  
 Bastian, Judith Collins, *1*, D.H.; 620 Vallamont Dr., Williamsport 16, Penna.  
 Batting, Charlotte Anne, *R4*, S.H.; 316 Randolph Ave., Milton 86  
 Baum, Judith Anne, *R4*, M.H.; 2133 Victoria Ave., Windsor, Ont., Canada  
 Baxter, Carol Noi, *1*, N.H.; 31 Claremont Rd., Scarsdale, N.Y.  
 Beaton, Mary Ann, R.N., *N IV3*, 14 Warren Sq., Jamaica Plain 30; Marshfield, Vt.  
 Beaulieu, Joyce Ann, *Ed4*, 35 Fairbanks Rd., Lexington 73  
 Beck, Karen April, *1*, E.H.; W. Avon Rd., Avon, Conn.  
 Beckett, Laurie Jean, *S2*, E.H.; R.F.D. 1, Ellsworth, Maine  
 Beder, Linda Hanna, *SS2*, D.H.; 71 Ocean Pkwy., Brooklyn 18, N.Y.  
 Bedford, Carol Mary, *N3*, S.H.; R.F.D. 1, Thomaston, Conn.  
 Bedford, Linda Alice, *1*, So.H.; R.F.D. 1, Thomaston, Conn.  
 Beemus, Natalie Elizabeth, *S4*, E.H.; 101 W. 33rd, Erie, Penna.  
 Behle, Marcia Clayton, *N3*, E.H.; 991 S. 12th E., Salt Lake City 5, Utah  
 Bekas, Kathleen Demetria, *SS3*, 6 Southview, Dorchester 25  
 Belknap, Martha Wright, *1*, E.H.; Pond Rd., Bellow Falls, Vt.  
 Belyea, Virginia Susan, *1*, E.H.; 49 Hills View Rd., Milton 86  
 Bennett, Constance Elizabeth, *Ed3*, So.H.; 646 Sumner Ave., Springfield 8  
 Bens, Louise Mary, *NV*, 283 Longwood Ave., Boston 15; 947 Cornwall Ave., Cheshire, Conn.  
 Bensman, Abigail Elizabeth, *1*, E.H.; 1504 College Dr., Owensboro, Ky.  
 Bequary, Konstantina, *1*, E.H.; 221 Willow, Waterbury 10, Conn.  
 Berger, Naomi Gertrude, *L2*, S.H.; 1 Pickwick Rd., Marblehead  
 Bergfalk, Christine Elizabeth, *SS3*, E.H.; 4551 Zion, Little Neck 62, N.Y.  
 Berman, Lois Harriet, *S3*, M.H.; 144 E. 30th, Paterson 4, N.J.  
 Beswick, Mrs. Nancy Dexter, *S4*, 652 Huntington Ave., Boston 15; 11 Horicon Ave., Glens Falls, N.Y.  
 Beyland, Penelope Sue, *HE3*, Ar.H.; 79 Markham Pl., Little Silver, N.J.  
 Bianco, Martha Eleanor, *SS2*, So.H.; 598 White Plains Rd., Eastchester, N.Y.  
 Bibby, Helen Gail, *1*, D.H.; 14 Gilman, Holyoke  
 Birdsall, Mary Elizabeth, *1*, H.H.; 120 N. Chestnut, Westfield, N.J.  
 Bissell, Kay Miner, *Ed3*, So.H.; Cross St., Coventry, Conn.  
 Blair, Brenda White, *N2*, M.H.; Woodstock, Conn.  
 Blake, Joan Silbert, *S3*, 648 Morton, Mattapan 26  
 Blanchard, Jane Grant, *R4*, E.H.; 20 Lee, Marblehead  
 Blanchard, Roberta Mary, *B4*, So.H.; 7 Beechtree Rd., Rumford 16, R.I.  
 Block, Ilene, *SS2*, H.H.; 1368 Metropolitan Ave., New York 62, N.Y.  
 Bloom, Linda Jane, *Ed3*, S.H.; 1050 Harding Rd., Elizabeth, N.J.  
 Bloom, Phyllis Adelaide, *S2*, S.H.; 22 Hallwood Rd., Brookline 46  
 Bloom, Susan, *Ed4*, 63 Royce Rd., Newton 59  
 Bloomquist, Eunice Irene, *1*, S.H.; 17 Ashcroft, Auburn  
 Blumsack, Ellen Rena, *Ed2*, E.H.; 41 Whitney Rd., Medford 55  
 Bluthe, Ruth Rachel, *L4*, 2 Winston Rd., Dorchester 24  
 Bogdonoff, Linda Sue, *1*, S.H.; 7 Bolton Cir., New Hartford, N.Y.  
 Bolstridge, Jill Marie, *NV*, 25 Deaconess Rd., Boston 15; 482 Broad, Bristol, Conn.



- Bond, Clara Jane, *Ed1*, So.H.; 9 Crandall, Adams  
 Bordeaux, Joyce, *1*, S.H.; 108 High, Hoosick Falls, N.Y.  
 Borg, Irene Beverly, *S2*, 36 Oak Tree Rd., Dedham  
 Borlenghi, Carla Marie, *NV*, 283 Longwood Ave., Boston 15; 23 Nelson Rd., S. Weymouth 90  
 Borofsky, Mrs. Ruth Braverman, R.N., *N IV4*, 21 Payson Rd., Brookline 67  
 Boumil, Elizabeth Barbara, *S3*, Ar.H.; 3 Sherman, N. Chelmsford  
 Bourne, Patricia Ann, *1*, S.H.; 6753 High Meadows, Cincinnati 30, Ohio  
 Bowden, Marilyn Ruth, *1*, S.H.; 126 Coney, E. Walpole  
 Bowen, Barbara, *1*, M.H.; 85 Park, Binghamton, N.Y.  
 Boyd, Susan Dee, *SS2*, Ar.H.; 4280 S. W. 78th Ave., Portland 25, Ore.  
 Boyle, Susan, *Pub3*, Ar.H.; 114 Lawn Ter., Mamaroneck, N.Y.  
 Bradley, Nancy Louise, *B3*, N.H.; Ashuelot St., W. Swanzey, N.H.  
 Braniff, Ann French, *L4*, 1197 Boylston, Boston 15  
 Bratton, Sandra Joanna, *1*, D.H.; 307 Northland, Buffalo 8, N.Y.  
 Bress, Norma Isabelle, *HE4*, S.H.; 3 Darcy Lane, Eastchester, N.Y.  
 Bretholtz, Judith Harriett, *Ed2*, M.H.; 48 Brownell, Worcester 2  
 Bretholtz, Phyllis Ann, *Ed4*, S.H.; 48 Brownell, Worcester 2  
 Brett, Susan Kay, *1*, N.H.; 221 E. Penn, Long Beach, N.Y.  
 Briffett, Doris Ethel, *NV*, 283 Longwood Ave., Boston 15; 158 Pleasant, Stoughton  
 Briggs, Dorcas Ruth, *S2*, E.H.; Blake St., Hartland, Maine  
 Brittan, Joan Sandra, *B2*, 80 Hudson, Milton 87  
 Brock, Margaret Louise, *Ed2*, 4 Watertown, Lexington 73  
 Brodbine, Maureen Ann, *S4*, 23 Maple, Lynn  
 Broder, Marilyn Joan, *SS4*, 249 Beverly Rd., Chestnut Hill 67  
 Brodlieb, Barbara Susan, *1*, N.H.; 301 Main, E. Rockaway, N.Y.  
 Brokvist, Carolyn Faith, *N3*, 80 Mt. Vernon, W. Roxbury 32  
 Bronson, Laurel Anne, *1*, S.H.; 6 Sea Lane, Cornfield Pt., Old Saybrook, Conn.  
 Brossus, Judith Florence, *HE3*, Ar.H.; 414 E. Genesee, Fayetteville, N.Y.  
 Brown, Carol Packer, R.N., *N IV3*, 117 Park Dr., Boston 15; Town Farm Rd., R.F.D. 2, Gales Ferry, Conn.  
 Brown, Jane Helen, *1*, S.H.; 227 Wolcott Rd., Chestnut Hill 67  
 Brown, Martha Lillian, *N4*, Mass. General Hosp., Boston 14; 400 Boston Post Rd., Sudbury  
 Brown, Susan Gail, *1*, E.H.; 15 Winter, Waterville, Maine  
 Bruins, Linda, *1*, Ar.H.; 96 Stonybrook Dr., Rochester 18, N.Y.  
 Brunjes, Linda Gertrude, *Ed4*, E.H.; 26 Lakeview Ave., Hartsdale, N.Y.  
 Brutin, Elaine Lois, *S4*, E.H.; 11-04 Fair Haven Pl., Fair Lawn, N.J.  
 Bukanz, Ellen, *Pub2*, D.H.; 361 Hayward Ave., Mt. Vernon, N.Y.  
 Bulger, Bonnie Jean, *SS2*, So.H.; 160 Wetherill Rd., Garden City, L.I., N.Y.  
 Bullock, Flora, *NV*, 283 Longwood Ave., Boston 15; 30 Prospect, Fitchburg  
 Bunyan, Barbara Greene, *S4*, Ar.H.; 58 Knollwood Lane, Darien, Conn.  
 Burgess, Brenda Ann, *NV*, 283 Longwood Ave., Boston 15; 25 Railroad Ave., Springvale, Maine  
 Burhouse, Mary-Martha, *1*, Ar.H.; 141 Harding Rd., Glen Rock, N.J.  
 Burns, Beverly Ann, *1*, M.H.; 15 Chandler Rd., Salem  
 Burr, Anne, *N3*, E.H.; 102 Adelaide Rd., Manchester, Conn.  
 Burroughs, Marjorie Ellen, *S2*, S.H.; 152 Aspinwall Ave., Brookline 46  
 Bush, Susan Lee, *1*, S.H.; Sunbrook Rd., Woodbridge, Conn.  
 Butler, Sara Anne, *N4*, Mass. General Hosp., Boston 14; 24 Woodland Rd., Lexington 73  
 Butman, Ann Ruth, *B3*, M.H.; 24 Wolcott Rd., Lynn  
 Cahaly, Venice, *N3*, 329 Longwood Ave., Boston 15; 153 Bellevue Rd., Watertown 72  
 Caillouette, Virginia Louise, *1*, M.H.; 14 Greenview Rd., Danbury, Conn.  
 Calef, Patricia Margaret, *1*, D.H.; 16 Greenlawn, Keene, N.H.  
 Cammack, Jeanne Marie, *NV*, 25 Deaconess Rd., Boston 15; 62 Tonawanda, Dorchester 24  
 Campbell, Patricia Sue, *Pub3*, A.H.; 102 Valley Rd., Glen Rock, N.J.  
 Camps, Grethel, *B2*, Ar.H.; 1106 Calixto Garcia, Guantánamo, Cuba  
 Caneva, Barbara Jean, *Pub1*, D.H.; Recreo "Villa Carmen", Carretera de Cortes #3, Jerez de la Frontera, Cádiz, Spain  
 Cannon, Barbara Therese, *NV*, 283 Longwood Ave., Boston 15; 40 Park, W. Roxbury 32  
 Cantera, Claire Marie, *S2*, 6 Netherlands Rd., Brookline 46  
 Canty, Ellen Jane, *SS2*, 29 Beacon, Arlington 74

- Caram, Claire Christine, S3, E.H.; 106 Ames, Lawrence  
 Carey, Constance Cunliffe, 1, E.H.; Goodhill Rd., Weston, Conn.  
 Carey, Sheila Rose, HE4, 251 Crafts, Newtonville 60  
 Carlson, Marie Arlene, N3, 329 Longwood Ave., Boston 15; 11 West, Norwood  
 Carpano, Nancy Vilda, S2, S.H.; 33 Lochness Rd., Rumford, Maine  
 Carr, Jessie May, R.N., N IV 4, 211 South, Jamaica Plain 30; Sugar Hill, N.H.  
 Carr, Michele, R1, S.H.; 26 Laurel, Whitman  
 Carr, Rosemary Elizabeth, 1, So.H.; 26 Laurel, Whitman  
 Carsten, Carole Irene, Ed4, S.H.; 958 54th, Brooklyn 19, N.Y.  
 Carvalho, Jesselyn Pierce, Pub4, L.H.; Spring Mill Rd., Gladwyne, Penna.  
 Carvalho, Martha Lopes, NV, 283 Longwood Ave., Boston 15; 32 Cleveland, Acushnet  
 Case, Emily Ruth, 1, M.H.; 65 Highland Blvd., Lynbrook, N.Y.  
 Castleman, Carol Ann, 1, E.H.; 80 Lawrence Dr., N. White Plains, N.Y.  
 Cepas, Vilija Marija, HE3, 411 Unquity Rd., Milton 86  
 Chadwick, MaryEllen, Pub2, M.H.; 91 Carrington Ave., Milford, Conn.  
 Charak, Harriette Ina, NV, 283 Longwood Ave., Boston 15; 14 Cheryl Lane, Hyde Park 36  
 Chandler, Lynette Stanton, S4, D.H.; 1236 W. 5th, Sarasota, Fla.  
 Chang, Amy Jong-Muh, 1, 79 Tufts, Arlington 74  
 Chapman, Audrey Ruth, 1, M.H.; 70 Stowe Ave., Baldwin, N.Y.  
 Charles, Lois Adrienne, SS2, 8 Westmore Rd., Mattapan 26  
 Chartier, Marilyn Joan, 1, D.H.; 295 Chandler, Elmhurst, Ill.  
 Chase, Marcia Lois, 1, Ar.H.; 8 Chase, Lynn  
 Chernak, Beverly Myra, 1, N.H.; 73 Central Ave., Chelsea 50  
 Cherry, Joan Barbara, B4, Ar.H.; 242 Salisbury, Worcester 9  
 Chin, Roberta Janice, HE3, 18 Tyler, Boston 11  
 Chiu, Hsuan-i, 1, 37 Gorham, Cambridge 38  
 Choi, JoAnn Mignon, 1, So.H.; 2179 Makiki Hts. Dr., Honolulu 14, Hawaii  
 Christie, Judith Barmore, N4, Boston Lying-in Hosp., Boston 15; 872 Hillside Rd., Fairfield, Conn.  
 Christy, Linda Lee, 1, H.H.; 89 Shirewood Dr., Rochester 10, N.Y.  
 Chu, Dora Dah-Fong, 1, Ar.H.; 10, Tai Hang Rd., Hong Kong, B.C.C.  
 Chudnofsky, Adele Lita, 1, 43 Bonad Rd., W. Roxbury 32  
 Churchill, Grais Elaine, R.N., N uncl., Lemuel Shattuck Hosp., Jamaica Plain 30; Main St., Hinsdale, N.H.  
 Claggett, Martha, L3, H.H.; 29 Park, Newport, N.H.  
 Clark, Mrs. Esther Fox, R.N., N uncl., 395 Huron Ave., Cambridge 38  
 Clark, Gail Palmer, B3, Ar.H.; Carrington Lane, Farmington, Conn.  
 Clark, Jane Morgan, SS1, S.H.; 9501 Germantown Ave., Philadelphia 18, Penna.  
 Clark, Mrs. Roberta Gallant, Pub4, 29 Queensberry, Boston 15; R.R. 1, Breeze Hill Farm, Velpen, Ind.  
 Clarke, Eleanor May, S4, 324 St. Paul, Brookline 46; 215 Linden Ave., Glen Ridge, N.J.  
 Clasby, Martha Ann, N2, 175 Walnut, Brookline 46  
 Clay, Nancy Judith, 1, 35 Rawson Rd., Wollaston 70  
 Clifford, Judith Anne, Ed1, 66 Maple, Hyde Park 36  
 Coccagna, Dorothy Marguerite, R2, S.H.; 105 Runnymede Ave., Wayne, Penna.  
 Cocozella, Beverly Ann, 1, 11 Belleaire Ave., Lynn  
 Cody, Alice Dorothy, NV, 283 Longwood Ave., Boston 15; 320 Ridge Rd., Wethersfield 9, Conn.  
 Cogen, Diane, 1, M.H.; 36 Bassett, Lynn  
 Cohen, Avis Rhoda, HE3, D.H.; 13 Andrews Ter., N. Smithfield, R.I.  
 Cohen, Barbara Evelyn, SS2, M.H.; 64 Ormond, Mattapan 26  
 Cohen, Deborah Ann, 1, N.H.; 9 Gilbert Rd., Storrs, Conn.  
 Cohen, Mrs. Elaine Ruthfield, SS4, 26 Evans Way, Boston 15  
 Cohen, Janet Bronda, B3, M.H.; 204 Waverly Ave., E. Rockaway, N.Y.  
 Cohen, Judith Suzanne, L3, D.H.; 4 Victoria Rd., Portland, Conn.  
 Cohen, Nancy Irene, 1, 96 Dean Rd., Brookline 46  
 Cohen, Sharon Marie, B1, 38 Lowell Rd., Winthrop 52  
 Cohn, Linda Ann, B2, D.H.; 3344 Grenway Rd., Shaker Hts. 22, Ohio  
 Colbert, Mary Elaine, 1, 85 Montview, W. Roxbury 32  
 Cole, Susan Marjorie, NV, 283 Longwood Ave., Boston 15; 3 Howland Ave., S. Dartmouth  
 Coleman, Christine Ann, NV, 283 Longwood Ave., Boston 15; 328 Huron Ave., Cambridge 38  
 Colitz, Barbara Sue, Ed4, M.H.; 11 Ellery Rd., Newport, R.I.

- Collins, Olive Marie, R.N., *N uncl.*, 194 Fells Ave., Medford 55  
 Collins, Patricia Gail, 1, M.H.; 15 High, N. Billerica  
 Compton, Carole Bertie, *R4*, N.H.; 29 Dover Ter., Westwood  
 ConCannon, Marianne, 1, S.H.; 1675 Dorchester Ave., Boston 22  
 Conlin, Joan Beverly, *Ed2*, 58 Webster Rd., Milton 86  
 Conway, Geraldine, 1, Ar.H.; 26 Superior, Swampscott  
 Conway, Jane, *N2*, 30 Wachusett Rd., Needham 92  
 Cook, Carol Lane, 1, D.H.; 284 High, W. Medford 55  
 Cook, Maria Elizabeth, *L4*, M.H.; 68 Main, Northfield  
 Cook, Nancy Elizabeth, *HE2*, S.H.; 284 High, W. Medford 55  
 Cook, Phyllis Elaine, 1, S.H.; 28 Wilson Dr., New Rochelle, N.Y.  
 Coombes, Carolyn Meredith, 1, 111 Gloucester, Arlington 74  
 Coon, Barbara Estelle, 1, Ar.H.; 17 Plymouth Rd., Darien, Conn.  
 Coon, Marjorie Lillian, *NV*, 25 Deaconess Rd., Boston 15; 107 Boyce, Auburn  
 Coon, Thelma Irene, R.N., *N II*, 75 Charles, Boston 14; R.R. 1, Williamsfield, Ohio  
 Cooper, Alice Myrtle, 1, 14 Porter, Everett 49  
 Cooper, Mrs. Katherine Stone, *S4*, 23 Temple, Boston 14; 2 Cleveland Ave., Bridgeport 6, Conn.  
 Cope, Barbara, *SS2*, D.H.; 80 William, Portland, Maine  
 Corman, Mrs. Elizabeth Flaisher, *SS3*, 52 Aberdeen Rd., Weston 93  
 Cornelius, Beverly Rose, *S3*, M.H.; 860 Bellevue, Sheridan, Wyo.  
 Cornell, Lois Ann, R.N., *N IV3*, 117 Park Dr., Boston 15; 251 Valentine, Fall River  
 Cornwall, Judith Andrea, 1, E.H.; Hayward Rd., Acton Center  
 Corsetti, (Mary) Frances, *HE3*, 11 Naples Ave., Woburn  
 Cotton, Jean, R.N., *N IV4*, 31 Peterborough, Boston 15; 28 Pitts, Natick  
 Cox, (Clara) Annette, *B4*, 60 Holworthy, Roxbury 19  
 Craig, Susan Christine, 1, Ar.H.; 5 Woodland Lane, Rochester, N.H.  
 Crain, Mary Bouton, 1, D.H.; 151 Hillside Ave., Waterbury, Conn.  
 Cram, Robin Carol, *N4*, Mass. General Hosp., Boston 14; 11 Arrowhead Trail, R.R. 1, Fairborn, Ohio  
 Crane, Cynthia Joyce, *B2*, M.H.; 51 Sholes Ave., Norwich, Conn.  
 Crawford, Gail Anne, *NV*, 25 Deaconess Rd., Boston 15; 46 Florence, Lowell  
 Crawford, Meryl Katherine, *SS2*, N.H.; E. Wolfeboro, N.H.  
 Crock, Betty Mae, *SS3*, M.H.; 95 Burns, New Bedford  
 Crockett, Marylea, *Pub4*, So.H.; 150 Sweetfield Cir., Yonkers, N.Y.  
 Crout, Barbara Anne, *SS3*, So.H.; 5 Pinewood, Lexington 73  
 Crowe, Josephine Thayer, 1, 40 Hawes, Brookline 46; Halcyon Farm, Duxbury  
 Crowley, Karen Ellen, 1, So.H.; 77 Hillside Rd., Franklin  
 Curhan, Mrs. Jeannie Ackerman, *Pub4*, 17 Garrison Rd., Brookline 46  
 Curhan, Ruth Sara, *S4*, S.H.; 133 Jordan Rd., Brookline 46  
 Curtis, JoAnn Lee, 1, So.H.; 11 William, N. Haven, Conn.  
 Cutler, Jane Sybil, *B2*, Ar.H.; 75 Glendale Rd., Quincy
- Dailey, Sara Jane, *Ed2*, E.H.; 3 West, Milford  
 Daisy, Carol Anne, *N3*, S.H.; Benson Rd., Truro  
 D'Alelio, Helen Louise, *N2*, 46 Quimby, Watertown 72  
 Daly, Ellen Katherine, *B4*, 391 Eliot, Milton 87  
 Daniel, Jane Claire, 1, S.H.; 84 Walworth Ave., Scarsdale, N.Y.  
 Darling, Barbara Jeanne, 1, S.H.; 2 Leland, S. Glens Falls, N.Y.  
 Davenport, Carol Ann, *S3*, Ar.H.; 199 Ohio, Bangor, Maine  
 Davidge, MaryJean, *SS2*, S.H.; 421 Cortlandt Ave., Mamaroneck, N.Y.  
 Davidson, Elizabeth Ellen, 1, 319 Walnut, Saugus  
 Davis, Elisabeth, R.N., *N uncl.*, 107 Winter, Haverhill  
 Dawes, Sarah Wohl, *R4*, S.H.; 62 Washington, Hudson  
 Day, Gertrude Locklin, *B4*, 11 Keeling Rd., Wakefield  
 DeBlois, Marianne Jean, *SS3*, 60 Concord Ave., Cambridge 38; 59 Oak, Clinton  
 Dedes, Constance, 1, D.H.; 18 Moseley Ave., Newburyport  
 DeHoff, Mrs. Harriet Thomas, *N4*, McLean Hosp., Waverley 79; 424 Massachusetts Ave., Arlington 74; 105 Bay View, Camden, Maine  
 Delaney, Carol Lowery, *B2*, S.H.; 9 Barry Lane, Simsbury, Conn.  
 DeLaura, Joan Elizabeth, *B3*, Ar.H.; 22 Country Club Rd., Groton, Conn.  
 DeLott, Renée Jacqueline, *B4*, 280 River Rd., Winthrop 52



- Dempsey, Mary Esther, *SS4*, Ar.H.; 404 Brush Hill Rd., Milton 86  
 Denizard, Jacqueline, *B3*, So.H.; Bourdon, Port-au-Prince, Haiti  
 Derderian, Mary, *S2*, 55 Arlington, Methuen  
 DeRoma, Ann, *N3*, Boston Lyng-in Hosp., Boston 15; 97 Union, E. Walpole  
 Detweiler, Anne Marie, *B4*, Ar.H.; 54 Sutherland, Pittsford, N.Y.  
 Devine, Ann Frances, *SS4*, 210 Payson Rd., Belmont 78  
 Devlin, Estelle Mary, *N3*, 5 Hill, Stoneham 80  
 DeVlyder, Janet Marie, *S2*, D.H.; 1355 Milldale Rd., Cheshire, Conn.  
 DeWitt, Winifred Elizabeth, *R4*, D.H.; Hill 99, Woodstock, N.Y.  
 Dexter, MaryJane, *1*, M.H.; 193 S. Main, Cohasset  
 Diamond, Lois Marilyn, *HE3*, M.H.; 17 N. 22nd, Pottsville, Penna.  
 Diemont, Celia Marcia, *Ed3*, 228 Winchester, Brookline 46  
 Dingman, Lori Ann, *1*, Ar.H.; South Kent School, S. Kent, Conn.  
 Ditmars, Gail Ann, *N3*, Ar.H.; 402 Grove, Needham 92  
 Dix, Mrs. Gretchen Van Note, *N4*, Mass. General Hosp., Boston 14; 71 Pierrepont, Potsdam, N.Y.  
 Dobbins, Mildred Evelyn, *SS4*, Ar.H.; 17 Arlington, Pawtucket, R.I.  
 Doi, Mrs. (Aiko) Lorraine Ishikawa, R.N., *N IV4*, 69 Myrtle, Boston 14; 73A Kuknan, Hilo, Hawaii  
 Domina, Judith Farwell, *S3*, Ar.H.; 118 Meadow, N. Amherst  
 Dorfman, Mrs. Linda Levitt, *R4*, 71 Kilsyth Rd., Brighton 35  
 Doroshow, Frances Ellen, *1*, S.H.; 7538 E. 4th Pl., Downey, Calif.  
 Doucet, Irene Jeanne, *L3*, 51 East, Ipswich  
 Downes, Frances Harrod, *S2*, 44 Briggs, Melrose 76  
 Doyle, Anne Alger, *1*, L.H.; 45 Lake, New Bedford  
 Drake, Mary Patricia, *Pub2*, S.H.; 4604 Tower Ave., Edina, Minn.  
 Draper, Martha Elizabeth, *1*, 1422 Washington, Canton  
 Drogin, Ellen Louise, *SS2*, M.H.; 89 W. 36th, Bayonne, N.J.  
 Drooker, Jane Marcia, *S4*, 4 Little Nahant Rd., Nahant  
 Dubins, Barbara Dorothy, *Ed2*, S.H.; 460 Lowell Ave., Newton 60  
 Duff, Janet Louise, *S3*, N.H.; 37 Nelson, Webster  
 Duffin, (Catherine) Jane, *S4*, E.H.; 28 Southgate, Dedham  
 Dunlap, Susan Elizabeth, *B4*, Ar.H.; 225 Waltham, Lexington 73  
 Dupré, Beatrice Lee, *R4*, 2 Commercial, Weymouth 88  
 Duram, Heather Hunt, *S2*, So.H.; 64 Old Kings Hway. S., Darien, Conn.  
 Durrell, Patricia Anne Louise, *NV*, 25 Deaconess Rd., Boston 15; 3 Meadow View Rd., Cumberland Center, Maine  
 Duvall, Harriet Ramsey, *NV*, 25 Deaconess Rd., Boston 15; 84 Riverside Dr., Binghamton, N.Y.
- Eagles, Sue Anne, *Pub4*, S.H.; 172 Beechwood Dr., Wayne, N.J.  
 Eastman, Donna Clarice, *Pub3*, So.H.; 282 Main, Franklin  
 Eastman, Judith Ann, *N3*, McLean Hosp., Waverley 79; 282 Main, Franklin  
 Eaton, Mrs. Mary Elizabeth Beale, *SS4*, 88 Perry, Brookline 46  
 Eckmann, Marjorie Minna, *1*, E.H.; 806 Edgewood Dr., Charleston 2, W. Va.  
 Edelman, Paula Joyce, *1*, S.H.; 35 Alfred Lane, New Rochelle, N.Y.  
 Edelstein, Jean Reva, *SS3*, M.H.; 1822 9th Ave. E., Hibbing, Minn.  
 Egan, Anne Catherine, *HE uncl.*, 671 Chestnut Hill Ave., Brookline 46  
 Elam, Harriet Lee, *1*, 340 Walnut Ave., Roxbury 21  
 Eldridge, Sally Reid, *HE3*, So.H.; Birchrunville, Penna.  
 Elmutz, Gunta, *S3*, 27 Boylston, Jamaica Plain 30  
 Elso, Susan Beth, *S3*, 38 Chestnut, Belmont 79  
 Emerson, Joan, *HE2*, H.H.; 28702 Holly Dr., N. Olmsted, Ohio  
 Emery, Madeline, *SS4*, N.H.; Cumberland Foreside, Portland, Maine  
 Eng, Beverly Janice, *L2*, 26 Longfellow Rd., Arlington 74  
 Eng, Mrs. Virginia Wong, *S4*, 50 Edgerly Rd., Boston 15; 805 Washington, Boston 11  
 Engelhardt, Alexandra Grace, *1*, So.H.; 48 Mill, Maynard  
 Ensoff, Ina Sara, *HE4*, 36 Orkney Rd., Brighton 46  
 Epstein, Myra Bailey, *R4*, S.H.; 2885 Hastings Rd., Birmingham, Ala.  
 Ernst, Jeanne Adams, *SS3*, E.H.; 14 S. Chestnut, Augusta, Maine  
 Erskine, Mary Lou, *1*, M.H.; 18 Benton Ave., Waterville, Maine  
 Ewing, Margaret Robertson, *R1*, S.H.; 38 Rockledge Rd., Wheeling, W. Va.



- Fair, Barbara, *Pub2*, D.H.; 54 Longfellow Rd., Newton 62  
 Fairbairn, Ann, *SS2*, 27 Marcia Rd., Watertown 72  
 Fairbanks, Joan Lee, *NV*, 283 Longwood Ave., Boston 15; 13 Oak Rd., Norwood  
 Fairbanks, Lois May, *B3*, M.H.; 18 Orchard Dr., Greenwich, Conn.  
 Falcone, Mrs. Barbara Bradley, R.N., *N IV4*, 43 Vose Hill Rd., Milton 86  
 Falk, Susan Ann, *R2*, M.H.; 641 Ramapo Ave., Pompton Lakes, N.J.  
 Farnan, Mary Margaret, *Ed4*, Ar.H.; Roxbury Rd., Niantic, Conn.  
 Farnsworth, Betty Louise, *1*, Ar.H.; 21 Kossuth, Pawtucket, R.I.  
 Faust, Eleanor Sarah, *Pub4*, E.H.; 293 Greylock Pkway., Belleville 9, N.J.  
 Feigenblum, Ellen, *1*, M.H.; 1535 Undercliff Ave., New York 53, N.Y.  
 Fein, Gail Susan, *1*, S.H.; 36 Thurlow Ave., Revere 51  
 Fellman, Beth Rachel, *Pub4*, S.H.; 32 Essex, Belleville 9, N.J.  
 Fenton, Geleta Frances, *B4*, N.H.; Silkey Rd., N. Granby, Conn.  
 Ferguson, Janet Mary, *N3*, 80 Pinehurst, Roslindale 31  
 Ferreira, Helena Chaves, *N4*, Boston Lying-in Hosp., Boston 15; Gates Pond Rd., Hudson  
 Ferrer, Maria Virginia, *1*, E.H.; J-1 Club Dr., Garden Hills, Bayamon, Puerto Rico  
 Fessel, Evelyn Ruth, *Ed3*, D.H.; 142 Lancaster, Providence 6, R.I.  
 Ficksman, Ruth Janis, *SS4*, S.H.; 75 Temple Ave., Winthrop 52  
 Fidler, Joy Windsor, *NV*, 25 Deaconess Rd., Boston 15; R.F.D. 1, Box 120A, Fremont, N.H.  
 Fields, Frances Brenda, *N3*, D.H.; 85 Stanton Rd., Brookline 46  
 Fierer, Gail Sharon, *SS4*, 5 Goldsmith Ave., Medford 55  
 Finer, Louise Gale, *1*, S.H.; 45 Alberta Rd., Brookline 67  
 Finkel, Sheila Ann, *1*, 44 Kimball Rd., Chelsea 50  
 Fireman, Barbara Jane, *1*, S.H.; 79 Belcher Ave., Brockton  
 Firestone, Maxine Rita, *SS3*, D.H.; 90 Montclair Dr., W. Hartford 7, Conn.  
 Fischer, Edna Mae, *1*, M.H.; Hopper Rd., Williamstown  
 Fisher, Elaine, *Ed2*, 52 Locust, Winthrop 52  
 Fisher, Elaine Mildred, *1*, N.H.; Mechanic St., E. Douglas  
 Fiske, Nancy Anne, *1*, So.H.; 9 Billerica Rd., Chelmsford  
 Fithian, Martha Suzanne, *1*, Ar.H.; 150 S. Maple, Mercer, Penna.  
 FitzGerald, Judith Anne, *S3*, 44 Hollis, Milton 86  
 Fitzpatrick, Marie Anne, *NV*, 283 Longwood Ave., Boston 15; 37 8th, Stoughton  
 Flaherty, Nancy Catherine, *L1*, E.H.; 1315 5th Ave. N., Fort Dodge, Iowa  
 Flood, Virginia Carol, *HE4*, M.H.; 67 Woodlawn, Hamden 17, Conn.  
 Fogg, Joan Ellen, *NV*, 25 Deaconess Rd., Boston 15; 32 Pioneer Ave., Caribou, Maine  
 Foley, Joanne Mary, *NV*, 25 Deaconess Rd., Boston 15; 37 Pine, Portland 4, Maine  
 Foote, Linda, *1*, Ar.H.; 4311 Woodley Rd., McLean, Va.  
 Ford, Alison, *S4*, Ar.H.; 250 Gregory Ave., W. Orange, N.J.  
 Forman, Jill, *B3*, S.H.; 757 Elmgrove Ave., Providence 6, R.I.  
 Forman, Marcia Sandra, *L2*, M.H.; 467 Cornwall, Hartford 12, Conn.  
 Forman, Peggy Rose, *S2*, S.H.; 33 Oakridge Rd., W. Orange, N.J.  
 Foss, Carol Ann, R.N., *N IV2*, T.H.; Mount Vernon, Maine  
 Fox, Betty, *B3*, D.H.; 81 Garfield Ave., Sayville, N.Y.  
 Frank, Barbara Susan, *B4*, D.H.; 131 Bronson Ter., Springfield 8  
 Frank, Frances Elizabeth, *HE4*, B.H.; 71 Spring Lane, Englewood, N.J.  
 Frank, Judith Barbara, *1*, S.H.; 14 Gallivan Blvd., Dorchester 24  
 Franklin, Connie Sue, *1*, S.H.; 136 Dover Rd., Manhasset, N.Y.  
 Frantz, Susan Black, *1*, S.H.; 60 W. First S., Fulton, N.Y.  
 Frazer, Susan Carol, *S3*, M.H.; 36 Normandie Pl., Cranford, N.J.  
 Frazier, Carol Ann, *N4*, Mass. General Hosp., Boston 14; 27 Garrison Rd., Wellesley 81  
 Freedman, Judith Lee, *1*, D.H.; 219 Penn Dr., W. Hartford 7, Conn.  
 Freeman, Anne LeClair, *N3*, Boston Lying-in Hosp., Boston 15; 936 Gardner Neck, Swansea  
 Freeman, Judith Lee, *S4*, Ar.H.; 136 Parsons, Easthampton  
 French, Colleen Mae, *Ed2*, 57 Whiting, Dedham  
 Fresolo, Dorothy Theresa, *NV*, 283 Longwood Ave., Boston 15; 12 Columbus Ave., Cambridge 40  
 Fried, Susan Marie, *Pub3*, S.H.; 42-15 147th, Flushing 55, N.Y.  
 Friedman, Eleanor, *S4*, 56 Clark Ave., Chelsea 50  
 Friedman, Ruth Janet, *Ed2*, S.H.; 2136 Ocean Ave., Brooklyn 29, N.Y.  
 Frohock, Jane Ellen, *Ed2*, Ar.H.; 45 Rhode Island Ave., S. Portland 7, Maine  
 Frost, Marjorie Elizabeth, *S3*, B.H.; 102 Arundel Ave., W. Hartford 7, Conn.  
 Frye, Diana Louise, *N2*, So.H.; Gage Rd., Wilton, N.H.

Fuhrmann, Judith, *B3*, D.H.; P.O. Box 37, Curaçao, Netherlands Antilles  
 Fulton, Jean Chandler, *Pub3*, B.H.; 25 Apple Tree Lane, Barrington, R.I.

Gabay, Priscilla Sue, *1*, N.H.; 184 Maple Ave., N. Plainfield, N.J.  
 Galkin, Thelma Beth, *S3*, D.H.; 316 Meshanticut Valley Pkway., Cranston 10, R.I.  
 Galner, Judith Brenda, *Ed3*, 22 Warren Rd., Waban 68  
 Ganley, Carole Marie, *N2*, M.H.; 159 Park Rd., Hamden 17, Conn.  
 Gault, Joan, *R3*, N.H.; 2111 Devonshire, Lansing 10, Mich.  
 Geber, Marion Judith, *R3*, D.H.; 108 Calvert Ter., Hagerstown, Md.  
 Geiger, Barbara Marie, *SS3*, 55 Summit, Newton 58  
 Gemelli, Gail Octavia, *Pub2*, N.H.; Main St., Norwell  
 Gibbs, Mary Day, *Pub2*, E.H.; 41 Worcester, Taunton  
 Gifford, Mrs. Kari Sandven, *Ed3*, 384 Commonwealth Ave., Boston 15  
 Gilbert, Madeleine Beth, *Ed3*, S.H.; 82-18 168th, Jamaica 32, N.Y.  
 Gilboard, Elaine Marcia, *B4*, M.H.; 24 D, Lowell  
 Gillett, Jane Louise, *N4*, Mass. General Hosp., Boston 14; Pond St., Hopkinton  
 Gillett, (Shirley) Anne, *NV*, 25 Deaconess Rd., Boston 15; 150 Overhill Rd., Youngstown, Ohio  
 Gilligan, Virginia, R.N., *N uncl.*, 11 Tetlow, Boston 15  
 Gilman, Janet Claire, *L2*, N.H.; 6 Parker, Malden 48  
 Ginsky, Elaine Doris, *N2*, D.H.; 584 Newton, Chestnut Hill 67  
 Ginsburg, Leslie Ricka, *1*, S.H.; 108 Nottingham Rd., Malverne, N.Y.  
 Gladding, Eleanor Boynton, *1*, B.H.; 8 Garfield, Bristol, Vt.  
 Glaser, Linda Fay, *SS1*, N.H.; 75 Somerset Rd., Brookline 46  
 Glass, Cynthia Anne, *N2*, N.H.; P.O. Box 151, Taunton  
 Glass, Priscilla Marion, *N1*, 119 Lewis Ave., Walpole  
 Glatzer, Susan Deborah, *L4*, M.H.; 304 Beach 12th, Far Rockaway 91, N.Y.  
 Glesmann, Carol, *N4*, Mass. General Hosp., Boston 14; 90 Dartmouth, Holyoke  
 Glidden, Susannah, *SS2*, Ar.H.; 1 Wing Rd., New Canaan, Conn.  
 Gluntz, Marilyn Elizabeth, *S4*, Ar.H.; 178 Bay Dr., Massapequa, N.Y.  
 Glynn, Nancy Kathleen, *S4*, 324 St. Paul, Brookline 46; 167 Saratoga, Lawrence  
 Godsoe, Mary Louise, *S1*, D.H.; Oak St., Guilford, Maine  
 Goldbarg, Jane Marcee, *1*, S.H.; 2134 Pinehurst, St. Paul 16, Minn.  
 Goldblatt, Ruth Marjorie, *Ed2*, S.H.; 53 Bay State Rd., Holyoke  
 Goldfarb, Marilee Diane, *S2*, S.H.; 138 Montclair Dr., W. Hartford 7, Conn.  
 Goldman, Mrs. Margaret Artinian, *1*, 54 Pinckney, Boston 14  
 Goldsmith, Sylvia Gertrude, *L4*, So.H.; 276 Grove, Teaneck, N.J.  
 Goman, Priscilla Olmstead, *SS3*, So.H.; S. East St., Amherst  
 Gonsalves, Emily Ann, *1*, M.H.; 144 Bedford, New Bedford  
 Goodfriend, Suzanne Roberta, *1*, M.H.; 7 W. 81st, New York 24, N.Y.  
 Goodwin, Patricia, *S2*, L.H.; Washington Rd., Rye, N.H.  
 Gordon, Bette Jean, *Ed2*, S.H.; 193 Strawberry Hill, Stamford, Conn.  
 Gordon, Deena Elsa, *SS3*, D.H.; 122 Cedric Rd., Newton 59  
 Gorfinkle, Harriet Ruth, *B4*, D.H.; 20 Red Rock, Lynn  
 Gouse, Phyllis Edele, *SS3*, M.H.; 644 Union, Portsmouth, N.H.  
 Gouzoules, Theodora, *1*, 492 Clinton Rd., Chestnut Hill 67  
 Grady, Marjorie Ramsdell, R.N., *N IV4*, 223 Park Dr., Boston 15; 50 Sumner, Hull  
 Grant, Beverly Ann, *HE4*, 12 Colby Rd., N. Quincy 71  
 Grassa, Carolyn Anne, *R4*, 117 Park Dr., Boston 15  
 Grasso, Evelyn Bessie, R.N., *N uncl.*, 15 North Ave., Haverhill  
 Gravengaard, Karen Louise, *S2*, E.H.; 700 Wakefield Dr., Cincinnati 26, Ohio  
 Gray, Beverly Ann, *SS2*, 119 Freeman, Brookline 46  
 Greaney, Mrs. Mary Callahan, R.N., *N IV2*, 36 Charles, Boston 14  
 Greenbaum, Arlene Thelma, *S2*, N.H.; 139 Payson Ave., New York 34, N.Y.  
 Greenberg, Barbara Merle, *SS2*, S.H.; 340 Oxford Rd., New Rochelle, N.Y.  
 Greenblatt, Brenda Lee, *Ed4*, 75 South, Brookline 67  
 Greene, Nancy Phyllis, *N4*, Boston Lying-in Hosp., Boston 15; 41 Oakland, Auburn, Maine  
 Greene, Sara Beth, *SS2*, Ar.H.; 3206 Cummings Lane, Chevy Chase 15, Md.  
 Greenfield, Naomi Joy, *Ed4*, 32 Warren Ave., Chelsea 50  
 Greening, Sue, *1*, M.H.; P.O. Box 451, Greenwich, Conn.  
 Greenstein, Joan Barbara, *B2*, S.H.; 49 Lorraine Ave., Providence 6, R.I.  
 Griffin, Barbara Anne, *B3*, 18 Stearns Rd., Belmont 78

Griffin, Joyce Lillian, *NV*, 25 Deaconess Rd., Boston 15; Main St., Norwell  
 Gromet, Gloria Susan, *Pub1*, M.H.; 269 Somerset Dr., Hewlett, N.Y.  
 Gross, Barbara, *1*, S.H.; 7806 Cobden Rd., Philadelphia 18, Penna.  
 Grossman, Eleanor Frances, *SS2*, S.H.; 95 Byfield, Providence, R.I.  
 Grossman, Roberta Faye, *S2*, 139 Willow, W. Roxbury 32  
 Grygent, Marietta Jean, *B3*, S.H.; 948 W. 7th, Plainfield, N.J.  
 Guest, Barbara Anne, *N2*, Ar.H.; Stony Brook Rd., S. Darien, Conn.  
 Gulick, Mary Ellen, *1*, S.H.; 184 William, Orange, N.J.  
 Gunn, Jean Bragdon, *1*, Ar.H.; 684 Country Way, N. Scituate  
 Gustafson, Karen Jane, *1*, S.H.; 53 Ridge, Greenwich, Conn.  
 Gustafson, Mrs. Marjorie Swanson, *HE2*, 72 Peterborough, Boston 15; 9801 15th Ave.  
 N.W., Seattle 7, Wash.  
 Guy, Patricia Ann, *S3*, 32 Valentine Rd., Arlington 74

Haas, Teresa Josephine, *1*, S.H.; 908 W. Broad, Quakertown, Penna.  
 Hadden, Judith Joy, *R4*, So.H.; 609 Palmer Rd., Yonkers, N.Y.  
 Hageman, Elizabeth Harrison, *1*, So.H.; 408 Barker, Mt. Vernon, Wash.  
 Haines, Linda Hibbard, *1*, E.H.; 6 Lantern Lane, Milton 87  
 Hale, Carolyn Ann, *1*, S.H.; 83 Hillcrest Ave., Manhasset, L.I., N.Y.  
 Haley, Sarah Anne, *N3*, N.H.; 176 Manning, Hudson  
 Halperin, Joan Marion, *SS2*, M.H.; 568 Cumberland Ave., Teaneck, N.J.  
 Halprin, Ellen Eve, *1*, E.H.; 22 Ramsdell, New Haven, Conn.  
 Hames, Janet Christine, R.N., *N uncl.*, 7 Boyd, Dorchester 24  
 Hamolsky, Dorothy Libby, *S4*, 9 Leland, Malden 48  
 Hamwey, Louise Mary, R.N., *N IV 4*, 189 Eliot, S. Natick  
 Hana, Marta, *SW uncl.*, 206 The Riverway, Boston 15; 7 Jac. Aallsagt., Oslo, Norway  
 Hanneman, Mrs. Linda Hayes, *HE3*, 3 Everett, Cambridge 38; 12622 148th Ave. S.E.,  
 Renton, Wash.  
 Hanser, Mary Beth, *1*, B.H.; 18 Old Westbury Lane, Webster Groves 19, Mo.  
 Hanson, Marlene Osa, *1*, So.H.; 99-41 64th Ave., Forest Hills 74, N.Y.  
 Hardy, Dawn Marie, *L4*, A.H.; 39 Fallston, Springfield 9  
 Hardy, Elizabeth Jane, *N3*, E.H.; 921 Worthington Ridge, Berlin, Conn.  
 Harmetz, Barbara Faye, *SS2*, M.H.; 24 Westernview, Springfield 8  
 Harrigan, June Frances, *S3*, So.H.; 290 Washington, Salem  
 Harris, Judith Miriam, *1*, D.H.; 194 Prospect Pkway., Burlington, Vt.  
 Harris, Mildred Ruth, *N3*, S.H.; 54 Canton, Lowell  
 Harris, Susan, *Ed2*, Ar.H.; 7 Hickory Lane, Northbrook, Ill.  
 Hassan, Judith Reading, *L3*, So.H.; 205 Bradford, Seaford, Del.  
 Hatfield, Barbara Anne, *N4*, Mass. General Hosp., Boston 14; 2 Mauro Ave., Glens Falls,  
 N.Y.

Haugaard, Marion Nielsen, *1*, So.H.; 31 Austin, Portland, Maine  
 Hawkins, Joanna Marie, *S4*, N.H.; 141 Orchard, White Plains, N.Y.  
 Hayden, Elizabeth Ann, *N3*, Boston Lying-in Hosp., Boston 15; Piney Rd., Cotuit  
 Haynes, Marjorie Louise, *1*, 35 Catawba, Roxbury 19  
 Haynes, Susan Elizabeth, *1*, 10 Orchard Pk. Dr., Reading  
 Hayward, Susan Elizabeth, *1*, A.H.; New London, N.H.  
 Head, Kathleen, *Pub4*, Ar.H.; 236C Glenbrook Rd., Stamford, Conn.  
 Hector, Beverly May, R.N., *N uncl.*, 55 Brunswick, Boston 21  
 Hegener, Diane Heide, *S4*, E.H.; Main St., Norwell  
 Hellinger, Sandra Claire, *SS2*, M.H.; 27 Upham Rd., Lynn  
 Hendren, Mrs. MaryAnne Faggiano, *B4*, 69 Park Dr., Boston 15; 83 Elm, Andover  
 Hendricks, Priscilla Mae, *S2*, L.H.; 209 Lancaster Ave., Shillington, Penna.  
 Hendrickson, Mrs. Beverly Boothby, *S4*, 86 Jersey, Boston 15  
 Hennig, Margaret Marie, *B2*, Ar.H.; 483 Northern Pkway., Ridgewood, N.J.  
 Hennings, Nancy Elisebeth, *1*, D.H.; 125 Brook Rd., Falmouth, Maine  
 Henry, Esta, *B2*, 71 Beal, Winthrop 52  
 Henschkel, Meredith Margaret, *L3*, A.H.; 160 Gallows Hill Rd., Westfield, N.J.  
 Henson, Sally Anne, *Pub2*, E.H.; Old Stamford Rd., New Canaan, Conn.  
 Herbert, Barbara Joan, *1*, H.H.; Stanton Rd., Darien, Conn.  
 Herideen, Janet Judith, *S3*, Ar.H.; 3 Morris, Webster  
 Hermann, Susan Carol, *1*, So.H.; 264 King, Port Chester, N.Y.  
 Herscot, Myrna Faye, *SS2*, D.H.; 3 Washington Pkway., Lowell



- Hershan, Barbara Louise, 1, D.H.; 1394 Eggert Pl., Far Rockaway 91, N.Y.  
 Hershfield, Doris, *Ed2*, M.H.; 67 Irene, Lawrence  
 Hershfield, Sandra Bernice, *SS4*, S.H.; 67 Irene, Lawrence  
 Hershon, Carol Sue, 1, N.H.; 88 Heron, Long Beach, N.Y.  
 Hervarth, Tabita Skaidrite, *N4*, McLean Hosp., Waverley 79; 144 Pond, Westwood  
 Herzog, Madelon Paterson, 1, M.H.; Bullock Rd., Slingerlands, N.Y.  
 Heyman, Jeanne Bobrow, *SS4*, D.H.; 15 Burgess Rd., Scarsdale, N.Y.  
 Hibbard, Rosemary Howell, *Ed2*, N.H.; 215 S. Chester Rd., Swarthmore, Penna.  
 Hill, Linda Corinne, *NV*, 25 Deaconess Rd., Boston 15; 26 Church, N. Attleboro  
 Hill, Linda Ruth, *S2*, S.H.; 7 Maple Ave., Cambridge 39  
 Hill Sally Diane, 1, D.H.; 113 Somerset, Bangor, Maine  
 Hillis, Irene Elizabeth, *NV*, 25 Deaconess Rd., Boston 15; 29 Swain, Natick  
 Hillman, Carol Phyllis, 1, Ar.H.; 357 Beach, Revere 51  
 Hinckley, Vivian Harriet, 1, H.H.; 65 Harrington Ter., Burlington, Vt.  
 Hines, Virginia Ann, 1, So.H.; 55 Warham, Windsor, Conn.  
 Hirsch, Sandra Lee, 1, D.H.; 29 Lewis Bay Rd., Hyannis  
 Hodess, Ruth Anne, *Ed2*, 8 Boulevard Ter., Brighton 35  
 Hodge, Sheila Ellen, *B2*, Ar.H.; 313 Wheeler Ave., Scranton 10, Penna.  
 Hoffman, Joan Ellen, 1, S.H.; 168 Princeton Blvd., Lowell  
 Hoffman, Marilyn Elizabeth, *S3*, E.H.; 79 Rumford, Concord, N.H.  
 Holinger, Barbara Walbridge, *HE4*, N.H.; 1008 E. 7th, Plainfield, N.J.  
 Holland, BetteAnn, *N2*, E.H.; 531 E. Broad, Westfield, N.J.  
 Holland, Mrs. Clare Rosoff, *Ed4*, 19 Agassiz, Cambridge 40  
 Holson, Pauline Karen, 1, 36 Eastern Ave., Arlington 74  
 Honda, Sachiko, *B2*, So.H.; G 620 Deerfield Dr., Seabrook, N.J.  
 Honigberg, Cora Belle, *SS4*, M.H.; 47 Huntington Dr., W. Hartford 14, Conn.  
 Horkheimer, Judith, *Pub3*, S.H.; 215 Larchmont Ave., Larchmont, N.Y.  
 Horn, Elizabeth Pearson, 1, H.H.; R.D. 1, Frenchtown, N.J.  
 Horovitz, Eva Lois, *SS3*, S.H.; 54 Bound Brook Rd., Newton Hlds. 61  
 Houghton, Patricia, 1, D.H.; R.F.D. 1, Fort Fairfield 5, Maine  
 House, Susan Ellen, *Ed3*, D.H.; 125 Rose Hill Ave., New Rochelle, N.Y.  
 Howard, Susan, 1, M.H.; 50 Locust Ave., Red Bank, N.J.  
 Howe, Margery, R.N., *N uncl.*, 94 Queensberry, Boston 15; 1464 High, Westwood  
 Howell, Elizabeth, *HE3*, Ar.H.; 12 Lincoln, Arlington 74  
 Howell, Susan Catherine, 1, Ar.H.; 640 Lakeside, Birmingham, Mich.  
 Howlett, Margaret Ellen, *SS2*, H.H.; Bridport, Vt.  
 Hudson, Joan Elizabeth, *S2*, 6 Michael, Arlington 74  
 Hughes, Carole Eva, 1, E.H.; 4 Burgess, Methuen  
 Hughes, Jan Katherine, 1, 8 Garrison, Boston 16; 249 High, N. Attleboro  
 Huguley, Hester, *NV*, 283 Longwood Ave., Boston 15; Fox Lane, Mt. Kisco, N.Y.  
 Humphrey, Judith Anne, *NV*, 25 Deaconess Rd., Boston 15; 80 Magnolia Ave., W. Haven, Conn.  
 Hunson, Margaret Fredeline, *NV*, 25 Deaconess Rd., Boston 15; 71 Court, Plymouth  
 Hurd, Norma Louise, *NV*, 283 Longwood Ave., Boston 15; 425-C Orange Grove Cir., Pasadena, Calif.  
 Hurley, Britta Eileen, *N3*, 15 Fairbanks Rd., Lexington 73  
 Hurwitch, Lora, *Pub3*, S.H.; 322 Walnut, Brookline 46  
 Hurwitz, Mrs. Dale Goldberg, *Ed4*, 223 Park Dr., Boston 15  
 Hurwitz, Deborah Sue, *S2*, 11 Greenleaf Cir., Lynn  
 Hurwitz, Susan Ruth, 1, S.H.; 2404 Ave. K, Brooklyn 10, N.Y.  
 Hutchings, Sandra, R.N., *N uncl.*, 200 Commonwealth Ave., Boston 16; 9 High, Yarmouth, Maine  
 Hutzler, Elizabeth Ann, *Pub3*, S.H.; Oakwood St., Pikesville 8, Md.  
 Hyde, Susan Elizabeth, *S4*, 324 St. Paul, Brookline 46; 22 Elm, Ware  
 Hyman, Joyce Diane, *SS3*, D.H.; 106 Conrad Dr., New Haven 15, Conn.  
 Hyndman, Martha Anne, *N3*, L.H.; 10 Creekside Lane, Rochester 18, N.Y.
- Ingram, (Nina) Nancy, *SS4*, Ar.H.; Meadowbrook Rd., Norwich, Vt.  
 Innamorati, Elaine Susan, 1, A.H.; 576 Magnolia Dr., Falls Church, Va.  
 Irwin, Patricia Mary, *NV*, 283 Longwood Ave., Boston 15; 385 Parkside Ave., Buffalo 16, N.Y.  
 Isay, Rosanne Myers, *SS4*, S.H.; 128 N. Craig, Pittsburgh 13, Penna.



- Israel, Marjorie Anne, 1, So.H.; 396 Norton Pkwy., New Haven 11, Conn.  
 Ivok, Susan, R.N., *N IV3*, 147 Worthington, Boston 15; 447A Park Ave., Worcester
- Jaakkola, Sylvia Ingrid, 1, B.H.; R.F.D. 1, Ludlow, Vt.  
 Jablonski, Elizabeth Ann, *Ed4*, D.H.; Thompson Rd., Webster  
 Jackowitz, Leslie Jane, 1, D.H.; 162 Green, Hudson, N.Y.  
 Jackson, Rochelle, *Pub4*, L.H.; 667 Taft, Gary, Ind.  
 Jacobson, Judith Ann, *B3*, M.H.; 3704 4th Ave., Beaver Falls, Penna.  
 Jacobson, Rose Dubby, *Pub2*, Ar.H.; 4829 Chevy Chase Blvd., Chevy Chase 15, Md.  
 Jaffee, Linda Joan, *S2*, M.H.; 109 Morningside Rd., Worcester 2  
 Jaquay, Jacqueline White, R.N., *N IV3*, 54 Oxford Rd., Newton Centre 60; 76 Utica, Hamilton, N.Y.
- Jewett, Linnea, 1, S.H.; 10 Hallowell Ave., Phoenixville, Penna.  
 Jodoin, Elaine Marie, 1, N.H.; 21 Farmstead Rd., Bristol, Conn.  
 Johns, Margaret Ann, *S4*, 1422 Massachusetts Ave., Arlington 74  
 Johns, Mrs. Marjorie Boisvert, R.N., *N IV3*, 700 Chestnut, Lynnfield Center  
 Johnson, Barbara Stone, 1, 271 Beech, Belmont 78  
 Johnson, Dagny Maria, *R2*, Ar.H.; 839 Duncan Dr., Westbury, L.I., N.Y.  
 Johnson, Mrs. Sandra Brewer, *SS3*, 62 Elm Hill Ave., Roxbury 20  
 Johnston, Patricia Frances, *NV*, 25 Deaconess Rd., Boston 15; 47 Granite, Mexico, Maine  
 Jones, Adelyn Clema, 1, N.H.; 454 Hudson Blvd., Bayonne, N.J.  
 Jones, Deborah Ann, *NV*, 25 Deaconess Rd., Boston 15; 20 Raymond Ave., Beverly  
 Jones, Mary Ann, 1, 146 Florence, Melrose 76  
 Jorjorian, Carol, *B4*, Ar.H.; 4 Old Brook Dr., Worcester  
 Joseph, Christina Louis, *S4*, 83 Curtis, Somerville 44  
 Joseph, Pamela Ann, 1, M.H.; 175 Bishop, New Haven 11, Conn.  
 Joy, Genevieve Veronica, R.N., *N uncl.*, 19 Vinson, Dorchester 24
- Kaiser, Kathleen Alice, *N3*, Ar.H.; Gulf Rd., Chesterfield, N.H.  
 Kaiser, Linda Frances, 1, Ar.H.; 311 Packman Ave., Mt. Vernon, N.Y.  
 Kaldis, Mrs. Marguerite Belisle, *SS4*, 17 B Shaler Lane, Cambridge 38; 314 Benefit, Providence 3, R.I.
- Kales, Sybil Brina, *Pub2*, 60 Greycliff Rd., Brighton 35  
 Kamens, Patricia Libby, *HE2*, S.H.; 39 Idaho, Passaic, N.J.  
 Kane, Barbara Ann, *B1*, H.H.; 59 Archer, Fall River  
 Kaplan, Gail Simma, 1, Ar.H.; 106 Mohawk Dr., W. Hartford 7, Conn.  
 Kaplan, Sharon Della, *Pub2*, Ar.H.; 1174 Laurel Ave., Bridgeport 4, Conn.  
 Karp, Myrna Cynthia, *B4*, M.H.; Elm St., Milo Maine  
 Kass, Irma Barbara, *B3*, 154 Harvard, Brookline 46  
 Katseff, Wilma Claire, 1, S.H.; 132 Clark Rd., Brookline 46  
 Kaufman, Mrs. Gloria Linde, *SW uncl.*, 256 School, Belmont 78  
 Kearney, Mary-Louise Alberta, *NV*, 25 Deaconess Rd., Boston 15; 93 Hammond, Cambridge 38
- Keating, Lyndon Jo, *NV*, 25 Deaconess Rd., Boston 15; 71 Fottler Rd., Hingham  
 Keene, Martha Ellen, *NV*, 283 Longwood Ave., Boston 15; Box 65, Danville, Maine  
 Keith, Gaila Patwell, *Pub2*, S.H.; 62 Houston Ave., Milton 87  
 Kelfer, Susan Louise, 1, Ar.H.; 75 Whitney Rd., Medford 55  
 Kelligrew, Mary Elizabeth, *SS2*, N.H.; 40 Grant Ave., Glens Falls, N.Y.  
 Kendall, Suzanne Wilson, *NV*, 283 Longwood Ave., Boston 15; 15 Stow, Concord  
 Kennedy, Karolyn Louise, 1, Ar.H.; 129 Maple, Summit, N.J.  
 Kensley, Barbara Susan, *Pub2*, 33 Oakland, Lexington 73  
 Kevorkian, Mary Florence, *N3*, E.H.; 102 Mt. Auburn, Watertown 72  
 Kidder, Barbara Ann, *Pub4*, S.H.; 158 Nichols, Everett 49  
 Kidner, Katharine Ann, *SS2*, 18 Russell Ter., Belmont 78  
 Kiluk, Frances Elizabeth, R.N., *N uncl.*, 11 Sherwood Dr., Bedford  
 Kiluk, Stella May, R.N., *N uncl.*, 11 Sherwood Dr., Bedford  
 Kindy, Jeanne Alice, *N4*, Mass. General Hosp., Boston 14; 47 W. Silver, Westfield  
 King, Jacqueline Mae, *SS3*, D.H.; 32 St. Paul, Brookline 46  
 King, Julia Oldfather, 1, Ar.H.; 64 S. Main, Pittsford, N.Y.  
 Kingsley, Barbara Ann, *Pub4*, So.H.; 13 Spring, Salem  
 Kinzie, Carol Ann, *N4*, 329 Longwood Ave., Boston 15; P.O. Box 265, Savage, Md.  
 Kirk, Margaret Louise, *L3*, N.H.; R.D. 2, Lancaster, Penna.

- Kirschenbaum, Naomi, *SS3*, So.H.; 1810 Ave. N, Brooklyn 30, N.Y.  
 Kisiel, Helen Rosemary, *N3*, 329 Longwood Ave., Boston 15; 28 Corbett, Andover  
 Kisloff, Roberta, *L4*, 266 Seaver, Roxbury 21  
 Knight, Ann Huldah, *Ed2*, D.H.; N. Windsor St., S. Royalton, Vt.  
 Knudson, Runa Christina, *NV*, 283 Longwood Ave., Boston 15; 166 61st, Niagara Falls, N.Y.  
 Kobrenski, Theodora Mae, *Ed2*, S.H.; 71 Basswood, Lawrence  
 Kolazyk, Sheila Mae, *NV*, 25 Deaconess Rd., Boston 15; 264 Boutelle, Fitchburg  
 Komarin, Marcia Elaine, *B2*, S.H.; 18 Columbia Pk., Haverhill  
 Kong, Young Sim, *HE4*, So.H.; 111 Suring-Dong, Chong No, Seoul, Korea  
 Kopans, Linda Bette, *Ed3*, S.H.; 257 South, Brookline 46  
 Korn, Gloria Pearl, *1*, S.H.; 65 Harwich Rd., Providence 6, R.I.  
 Kornstein, Elaine Brenda, *Pub4*, S.H.; 183 Highland, Woonsocket, R.I.  
 Kotell, Ruth Marilyn, *S2*, 221 School, Somerville 45  
 Kousouris, Georgia, *1*, M.H.; 65 Belmore Rd., Towson 4, Md.  
 Kramer, Ethel Minnie, *1*, S.H.; 14 Myrna Ave., Waterbury 10, Conn.  
 Kramer, Fredda Anne, *SS3*, M.H.; 308 Dwight, Waterbury 14, Conn.  
 Kramer, Lois Jane, *L3*, M.H.; 228 Mason Ter., Brookline 46  
 Kranberg, Naomi Ann, *1*, Ar.H.; 186 White Springs Rd., Geneva, N.Y.  
 Kravetz, Muriel Diane, *1*, Ar.H.; 106 Grovers Ave., Winthrop 52  
 Kreitzer, Fredericka Bailey, *R3*, Ar.H.; Elliott, Ill.  
 Kriger, Mrs. Judith Margolin, *SS3*, 473 Beacon, Boston 15; 4019 Fernwood, Houston, Texas  
 Kring, Noel Barbara, *1*, D.H.; 4141 Holly Hills, St. Louis 16, Mo.  
 Kuder, Mrs. Patricia Hipple, *N4*, Mass. General Hosp., Boston 14; 220 W. Water, Lock Haven, Penna.  
 Kuhn, Mrs. Helen Gwilliams, R.N., *N uncl.*, 16 Fieldstone Rd., Westwood  
 Kurtzner, Susan Louise, *1*, Ar.H.; 1940 Clover, Rochester 18, N.Y.
- LaFortune, Judith Ann, *1*, Ar.H.; 315 E. Main, N. Adams  
 Lakin, Lynda Rose, *S3*, 35 Almont, Mattapan 26  
 LaMens, Joan Virginia, *Pub4*, D.H.; 204 Brookside Ave., Ho-Ho-kus, N.J.  
 Lamkin, Phyllis Deanne, *1*, S.H.; 6 Clarendon, Newton 60  
 Lamson, Mrs. Shayna Feister, *R4*, 69 Park Dr., Boston 15; 63 Grant Ct., Norwiche, Conn.  
 Lance, Cynthia Susan, *Ed3*, M.H.; 39 Gramercy Pk., New York 10, N.Y.  
 Landsberger, Lee Margery, *Pub4*, D.H.; 4413 W. Franklin, Richmond 21, Va.  
 Landsman, Marsha Naomi, *Ed2*, S.H.; 24 Clover, New Bedford  
 Lane, Linda, *1*, D.H.; R.F.D. 1, Box 50, S. Salem, N.Y.  
 Lang, Adelene Joan, *Ed3*, M.H.; 509 Tisdale Pl., Woodbridge, N.J.  
 Langas, Aspasia, *S2*, 302 Chestnut Ave., Jamaica Plain 30; 41 Dover, Worcester  
 Lanz, Marjorie Irene, *1*, L.H.; 21 Middle Butcher Rd., Rockville, Conn.  
 Larkin, Martha, *1*, 50 Glendale, Everett 49  
 Larson, June Evelyn, *Ed3*, 101 Longwood Ave., Brookline 46  
 Lauckner, Nancy Ann, *1*, A.H.; 21 Glen Ter., Scotia 2, N.Y.  
 Laun, Gretchen Converse, *SS3*, Ar.H.; 214 Grove, Putnam, Conn.  
 Laurent, Mrs. Virginia Brayton, R.N., *N IV3*, 72 Symphony Rd., Boston 15  
 Lavine, Maxine Phoebe, *S3*, 9 Magnolia Rd., Milton 86  
 Lawson, Cynthia Lou, R.N., *N IV4*, 116 Hemenway, Boston 15  
 Lawson, Mrs. Mary Koehel, R.N., *N IV4*, 1 Grand View Ave., Wollaston 70  
 Lawton, Susan Lee, *1*, M.H.; 387 Roosevelt Ave., Springfield 8  
 Lazar, Elizabeth Diane, *R3*, Ar.H.; 36 Eustis Ave., Newport, R.I.  
 Lazarus, Joan Barbara, *1*, Ar.H.; 110 Oakland Ave., Gloversville, N.Y.  
 Leahy, Marcia, *N2*, 5 Clifton Rd., Wellesley Hills 81  
 Lear, Elizabeth H., *SS3*, N.H.; 50 Nassau Dr., Great Neck, N.Y.  
 Learoyd, Barbara Carolyn, *SS4*, 55 Chaske Ave., Auburndale 66  
 Leary, Janet Michele, *N4*, Mass. General Hosp., Boston 14; 800 Washington, Assinippi  
 Leary, Patricia Joan, *1*, M.H.; 66 Lexington Rd., W. Hartford 7, Conn.  
 Lee, Barbara Louise, *S4*, A.H.; 35 Dewey Ave., Milford, Conn.  
 Lee, Katherine Ann, *SS3*, A.H.; 242 Ocean Dr. W., Stamford, Conn.  
 Leech, Constance, *N4*, Mass. General Hosp., Boston 14; Homer Folks, West St., Oneonta, N.Y.  
 Leinwand, Cecile Harriet, *1*, S.H.; 8 Parkway W., Mt. Vernon, N.Y.

- Lekberg, Nancy Louise, *B4*, D.H.; Main St., E. Douglas  
 Lem, Marlene Hope, *R4*, D.H.; 105 Elizabeth, Calumet City, Ill.  
 Lenzi, Margaret Mary, R.N., *N uncl.*, 514 E. Merrimack, Lowell  
 Leslie, Joan, *1*, Ar.H.; 12 Carver Rd., Watertown 72  
 Leslie, Lynn H., *B4*, D.H.; 3336 Maynard Rd., Shaker Hts. 22, Ohio  
 Levine, Barbara Ellen, *NV*, 25 Deaconess Rd., Boston 15; 153 Strathmore Rd., Brighton 35  
 Levine, Harriett Jane, *1*, D.H.; 29 Wheelmeadow Dr., Longmeadow  
 Levine, Judith Ann, *R4*, D.H.; 17 Bayley Blvd., Hudson, N.Y.  
 Levine, Judith Anne, *1*, 55 Colonial Ave., Dorchester 24  
 Levine, Marilyn Nancy, *1*, S.H.; 19 Durham, Hartford 12, Conn.  
 Levine, Nancy Sara, *1*, D.H.; 195 Mohawk Dr., W. Hartford, Conn.  
 Levinson, Mrs. Marjorie Rieder, *Ed4*, 15 Everett, Cambridge 38; 54 Warwick Ave., Bridgeport 4, Conn.  
 Levison, Louise, *N3*, M.H.; 3505 Bayard Dr., Cincinnati 8, Ohio  
 Levitt, Abby Joyce, *S3*, S.H.; 240 W. Roxbury Pkway., Chestnut Hill 67  
 Levy, Miriam Janice, *HE1*, 195 Park Dr., Boston 15  
 Lewis, Constance Lee, *1*, M.H.; 92 Gale Rd., Swampscott  
 Lewis, Ina Stephanie, *S2*, N.H.; 4625 5th Ave., Pittsburgh 13, Penna.  
 Liang, Grace Lois, *1*, So.H.; Hanover Rd., W. Lebanon, N.H.  
 Libby, Nancy Dwight, *Pub2*, N.H.; 25 Southborne Rd., Jamaica Plain 30  
 Liberfarb, Ruth Muriel, *S2*, 25 Alwin, Hyde Park 36  
 Lieberman, Lois Ann, *R3*, D.H.; 20 Leston, Mattapan 26  
 Lilienstern, Dean Vera, *1*, E.H.; 36 Bonwit Rd., Rye, N.Y.  
 Limoges, Celeste Lorraine, *N4*, McLean Hosp., Waverley 79; 82 Franklin, Lewiston, Maine  
 Lin, Mrs. Chyi Sheng, *HE3*, 100 Queensberry, Boston 15; 111 S. Chung Cheng Rd., Looting, Taiwan  
 Lissack, Judith Ellen, *SS3*, D.H.; 34-57 192nd, Flushing 58, N.Y.  
 Little, Frume Rochelle, *Pub4*, E.H.; 108 Braebarton, Steubenville, Ohio  
 Littlefield, Sidney Carolyn, *S3*, 10 Garfield, Natick; Woodbridge Rd., York Harbor, Maine  
 Lober, Judith Sondra, *Pub3*, Ar.H.; 172-70 Highland Ave., Jamaica 32, N.Y.  
 Locke, Ann Lois, *SS2*, 54 Heard, Chelsea 50  
 Locke, Elaine Marilyn, *SS2*, 54 Heard, Chelsea 50  
 Loeb, Margaret Ann, *Pub1*, D.H.; 930 Summit Ave., Westfield, N.J.  
 Loewenthal, Susan Elizabeth, *SS4*, D.H.; 120 E. 81st, New York 28, N.Y.  
 Long, Jacqueline May, *N1*, E.H.; 289 Tremont, Braintree 84  
 Loose, Joan Elaine, R.N., *N uncl.*, 102 Queensberry, Boston 15; 529 March, Shillington, Penna.  
 Lovegren, Linda Jane, *NV*, 25 Deaconess Rd., Boston 15; 48 Townsend Rd., Belmont 79  
 Lovit, Norma Ruth, *S3*, M.H.; 380 Johnson, Fall River  
 Low, Curtiss Lindsley, R.N., *N IV4*, 82 W. Cedar, Boston 14; 28 DeForest, Watertown, Conn.  
 Lowe, Elinor, *Pub2*, M.H.; 427 Margaret, Herkimer, N.Y.  
 Lowenstein, Rosalyn, *B2*, M.H.; 3 Pama Gardens, Brighton 35  
 Lubarsky, Roberta Lois, *Pub3*, 28 Bridge, Quincy 69  
 Lubin, Mrs. Frances Posner, *SS2*, 15 Glenville Ave., Allston 34; 6 Grasmere Rd., Portland 3, Maine  
 Luders, Margot Jeanne, *B2*, Ar.H.; 14 Rustic Lane, Greens Farms, Conn.  
 Ludwig, Carol Anne, *1*, B.H.; 69 Garfield, Lawrence  
 Ludwig, Mrs. Margaret White, R.N., *N II*, 354 Webster, Needham Hts. 94  
 Lufkin, Ann, *SS3*, L.H.; 220 Ridgeway Rd., Weston 93  
 Lumsden, Mrs. Phoebe Terry, *R3*, 5 Park Vale, Brookline 46  
 Lurie, Carol Vivian, *1*, M.H.; 94 California Ave., Freeport, L.I., N.Y.  
 Lyman, Anne Sheila, *1*, S.H.; 152 Neponset Ave., Dorchester 22  
 Lyon, Martha Perley, *N3*, McLean Hosp., Waverley 79; 809 Hawthorne Ave., Williamsport, Penna.  
 Lyon, Mary Louise, *1*, Ar.H.; 735 Cypress, Yeadon, Penna.  
 Lyons, Mary Phoebe, *1*, B.H.; 60 Summit Ave., Tiverton, R.I.
- McCandless, MaryAnn, *1*, M.H.; 296 Winton Rd., S. Rochester 10, N.Y.  
 McCann, (Ellen) Maeve, *B3*, Ar.H.; 90 Beech, Lowell  
 McCarthy, Brenda Virginia, *1*, M.H.; 76 Lura, Lowell  
 McCombe, Martha Ann, *1*, E.H.; 53 Tingley, Willimantic, Conn.  
 Macdonald, Carol Brooks, *1*, 805 Dedham, Wrentham



- McDonald, Eileen Rita, R.N., *N uncl.*, 121½ 3rd Ave., Lowell  
 Macdonald, Ernestine, *NV*, 25 Deaconess Rd., Boston 15; 11 John Carver Rd., Reading  
 MacDuff, Janet Christena, *NV*, 25 Deaconess Rd., Boston 15; 38 Sutherland Rd., N. Attleboro  
 McEvoy, Elizabeth Jane, 1, N.H.; 43 Abbot, Andover  
 McEvoy, Patricia Ann, *R2*, 16 Myles Standish Rd., W. Roxbury 32  
 McFarlane, Jane Emily, 1, S.H.; 149 W. 5th Ave., Roselle, N.J.  
 McGaw, Barbara Louise, 1, E.H.; 63 Stoughton Rd., Dedham  
 McGowan, Eileen Theresa, *NV*, 283 Longwood Ave., Boston 15; P.O. Box 305, Woods Hole  
 McGraw, Roberta Joan, *HE4*, S.H.; Johnson Rd., Gorham, Maine  
 McKelvie, Janice May, *Pub3*, 116 Mt. Vernon, Arlington 74  
 MacKenzie, Catherine May, *NV*, 283 Longwood Ave., Boston 15; 93 Rockingham, Concord, N.H.  
 Mackey, Patricia Ann, 1, Ar.H.; 34 Fairmount, Salem  
 McKissock, Priscilla Ann, 1, S.H.; 246 Jefferson Dr., Pittsburgh 28, Penna.  
 McLean, Christine Elizabeth, *N4*, Boston Lying-in Hosp., Boston 15; 16 Greenacre Rd., Westwood  
 McNally, Deborah Jane, *B1*, N.H.; R.R. 3, Deepvue, Tyrone, Penna.  
 McNamara, Mary Frances, *L4*, N.H.; 62 River Ave., Gardiner, Maine  
 McPhee, Gloria Christine, R.N., *N uncl.*, 6 Evergreen, Wakefield  
 McQuade, Marilyn Ann, *NV*, 283 Longwood Ave., Boston 15; 86 Arch, Needham 92  
 Macrae, Ellen May, *NV*, 25 Deaconess Rd., Boston 15; 149 Elm, N. Easton  
 McWilliams, Patti Caroline, *N3*, H.H.; 12 Stratford Rd., Barrington, R.I.  
 Magurn, Elizabeth Josephine, *SS1*, c/o Dr. Lemay Knox, 46 W. Cedar, Boston 16; Bedford St., Concord  
 Magyar, Valerie Lee Aldrich, 1, N.H.; 582 Amboy Ave., Perth Amboy, N.J.  
 Maher, Betty Lee, *NV*, 25 Deaconess Rd., Boston 15; 32 Tomlin, Waltham 54  
 Mahoney, Dorothy Jean, *HE2*, N.H.; 3 Mamaroneck Rd., White Plains, N.Y.  
 Mahoney, Jacqueline Edna, *B3*, E.H.; 3 Mamaroneck Rd., White Plains, N.Y.  
 Maier, Patricia Louise, *NV*, 25 Deaconess Rd., Boston 15; 1454 Beacon, Brookline 46  
 Mais, Patricia Ann, 1, H.H.; 97 Highfield Rd., Wilton, Conn.  
 Makrinos, Kally, 1, N.H.; 35 Parker, Port Chester, N.Y.  
 Malatsky, Lois Susan, *S4*, 239 Wolcott Rd., Brookline 67  
 Malouf, Sara Elizabeth, 1, 254 Claffin, Belmont 78  
 Mandelstam, Lois Ann, *N2*, E.H.; 70 Lincoln Rd., Hyannis  
 Manelis, Judith Ann, *Ed4*, S.H.; 554 Rockdale Ave., New Bedford  
 Mann, Emily, *Pub4*, 9 Francis, Brookline 46; P.O. Box 1134, Winter Park, Fla.  
 Mann, Nancy Anne, *Pub4*, H.H.; Upper Farms, Northfield  
 Mantell, Roberta Jean, *SS2*, S.H.; 45 Belgrade Ter., W. Orange, N.J.  
 Marinelli, Linda Palma, *NV*, 283 Longwood Ave., Boston 15; 61 Independence Ave., Quincy 69  
 Markos, Aletheia Simone, 1, S.H.; 8 Renaud Ave., Dover, N.H.  
 Marland, Janice Elizabeth, R.N., *N IV4*, 47 Monmouth, Brookline 46; 30 Keene, New Bedford  
 Marple, Joan Ilene, *S3*, So.H.; 57 Jody Hill, Exeter, N.H.  
 Marrow, Patricia Landonia, 1, N.H.; 944 E. Jersey, Elizabeth 4, N.J.  
 Marsh, Gretchen Helene, *SS4*, N.H.; 7 Ellis, New Britain, Conn.  
 Martin, Alice Louise, 1, 59 Charles, Natick  
 Maskell, Amy Helene-Joyce, 1, S.H.; 41 Lane Pk., Brighton 35  
 Mason, Marilyn Edwards, *B4*, A.H.; 68 Sterling Rd., Westwood  
 Massell, Verna Lee, 1, D.H.; 7 Lawrence Rd., Brookline 46  
 Mathes, Ann Garratt, 1, D.H.; 3 Littleworth Rd., Dover, N.H.  
 Mathes, Susan Barbara, *Pub3*, S.H.; 65 Nottingham Rd., Malverne, N.Y.  
 Matz, Amy Rosalind, *SS3*, 208 Rawson Rd., Brookline 46  
 Mayes, (Mary) Jeanette, *S4*, 37 Anderson, Boston 14; 45 John, Pittsfield  
 Mellor, Alison Hayward, 1, A.H.; 11 Wayside Ave., Framingham  
 Melnick, Gladys Ann, *NV*, 283 Longwood Ave., Boston 15; 24 Griswold, Cambridge 38  
 Mendelsohn, Alvah Susan, *Ed2*, M.H.; 21 Pine Hill Rd., Swampscott  
 Merkin, Sandra, *N3*, S.H.; 181 Maple Ave., Patchogue, N.Y.  
 Merrill, Lois Lee, *HE3*, L.H.; 15 Bramley Rd., W. Hartford 10, Conn.  
 Metalides, Thalia, *HE3*, 38 Westland Ave., Boston 15  
 Miao, Katherine Louise, 1, So.H.; 4522 167th, Flushing 58, N.Y.



Michelman, Arlene Sue, *HE4*, M.H.; 97 Fenno, Quincy 70  
 Michelson, Nancy Barbara, *SS2*, 5 Annapolis Rd., W. Newton 65  
 Miglierini, Virginia Teresa, *HE4*, 82 Buckingham Rd., Milton 86  
 Migneault, Paula Camille, *1*, Ar.H.; 236 Woodstock Ave., Putnam, Conn.  
 Millard, Joan Ann, *NV*, 283 Longwood Ave., Boston 15; 280 Whitwell, Quincy 69  
 Miller, Antoinette Harriet, *HE2*, 15 French Ter., Watertown 72  
 Miller, Diane Dinsmore, *B3*, S.H.; 295 Orchard Pl., Ridgewood, N.J.  
 Miller, Joyce Robin, *R2*, S.H.; 1017 Glenwood Blvd., Schenectady 8, N.Y.  
 Miller, Margaret Jean, *B4*, Ar.H.; 2626 E. Genesee, Syracuse, N.Y.  
 Miller, Sheila Wendy, *SS4*, S.H.; 525 Colfax Ave., Scranton 10, Penna.  
 Miller, Susan Jane, *B3*, So.H.; 33 Martin, Brockton 44  
 Millett, Joan Bell, *Ed2*, Ar.H.; 34 Chestnut, S. Dartmouth  
 Mills, Elizabeth Rita, *NV*, 283 Longwood Ave., Boston 15; 284 Highland, Lunenburg  
 Minno, Agnes Frances, *Pub3*, B.H.; 31 Walnut, Adams  
 Minn, Rosalind Louise, *1*, E.H.; 3 Sexton Pl., Farmingdale, N.Y.  
 Mintz, Caroline Blossom, *S2*, M.H.; 48 Kaytonne, Waterbury 10, Conn.  
 Misho, Jeanne Alexandra, *1*, 67 Kirkland, Cambridge 38  
 Mitchell, Gaye Annette, *NV*, 283 Longwood Ave., Boston 15; 1049 Jefferson Ave.,  
 Waynesboro, Va.  
 Mitchell, Lynne Iza, *N2*, M.H.; Manchester, Maine  
 Mitchell, Marilyn Ona, *NV*, 25 Deaconess Rd., Boston 15; 21 Pine, Norwood  
 Mitsch, (Mary) Regina, *SS3*, 10 Magnolia Rd., Milton 86  
 Mock, Myrna Edith, *SS2*, D.H.; 719½ Ellsworth Ave., Jeannette, Penna.  
 Mok, Edith, *B3*, So.H.; 12 3-chome, Sendagaya Shibuya-ku, Tokyo, Japan  
 Molnar, Jean Arlene, *1*, So.H.; 515 Terry Ave., Billings, Mont.  
 Monte, Mrs. Luisa Esteran, R.N., *N II*, 22 Oakland Rd., Brookline 46; 4 Crescent Lane,  
 Montpelier, Vt.  
 Moran, Elaine Elizabeth, *Ed2*, 2648 Massachusetts Ave., Lexington 73  
 Moran, Nancy Jean, *NV*, 25 Deaconess Rd., Boston 15; R.F.D. 3, S. Brewer, Maine  
 Morgan, Jane Ellen, *R3*, Ar.H.; 147 Forest, Arlington 74  
 Morgenstern, Penelope Hedy, *Pub3*, D.H.; 9 Auerbach Lane, Lawrence, N.Y.  
 Moriarty, Ellen Mary, *N4*, Mass. General Hosp., Boston 14; 20 Taft Ave., Easthampton  
 Morin, Agnes Elizabeth, *Ed3*, B.H.; Broadway, W. Yarmouth  
 Morse, Barbara Ré, *R4*, M.H.; 17607 Lomond Blvd., Shaker Hts. 20, Ohio  
 Morse, Ellen Frances, *B2*, S.H.; 50 S. Main, Northfield, Vt.  
 Morse, Grace Ann, *HE3*, So.H.; Bolton Rd., S. Lancaster  
 Morton, Marilyn Louise, *N4*, 329 Longwood Ave., Boston 15; 29 Russell, Arlington 74  
 Moskovitz, Joan Phyllis, *Ed2*, 74 Stearns Rd., Brookline 46  
 Moskowit, Eleanor Mae, *1*, Ar.H.; 165 Harding Rd., Red Bank, N.J.  
 Moskowit, Lynne, *Ed2*, D.H.; 1002 Sharpless Rd., Philadelphia 26, Penna.  
 Mould, Leslie Sue, *1*, 112 Winthrop Rd., Brookline 46  
 Moulton, Jessie Anne, *1*, D.H.; 14 Lindenwood Rd., Cape Elizabeth, Maine  
 Muchnick, Frances Sylvia, *1*, 23 Carlson Cir., W. Roxbury 32  
 Mueller, Helene Anne, *SS4*, 50 Lasell, W. Roxbury 32  
 Mugford, Lois Marilyn, *B4*, 19 Westland Rd., Watertown 72; Captain's Hill Rd., Duxbury  
 Mugridge, Sandra Lee, *1*, D.H.; 200 Endicott, Danvers  
 Mullen, Susan Jane, *R2*, Ar.H.; 143 Manning Blvd., Albany, N.Y.  
 Mulligan, Janet Frances, *R4*, E.H.; 64 High, Foxboro  
 Mundel, Rhoda Adele, *1*, S.H.; 14 Overlook Rd., White Plains, N.Y.  
 Munson, Mrs. Hannelore Haufe, *HE4*, 223 Park Dr., Boston 15  
 Munton, Joan Elizabeth, *R3*, A.H.; 9 Terrace Dr., Worcester 9  
 Murnane, Mary Patricia, *1*, M.H.; 2 Country Ridge, Danbury, Conn.  
 Murphy, Jean Alice, *Ed3*, 327 Tremont, Newton 58; 30 Gale, Feeding Hills  
 Murphy, Sheila Frances, *N1*, So.H.; 330 Reservoir Rd., Chestnut Hill 67  
 Murphy, Suzanne Virginia, *1*, D.H.; 79 Bank, Attleboro

Nadler, Beatrice Beth, *1*, M.H.; 4575 N. Michigan Ave., Miami Beach 40, Fla.  
 Nash, Louise Carolyn, *B2*, D.H.; 535 Rosewood Lane, Harrisburg, Penna.  
 Nason, Dorothy Margaret, *NV*, 25 Deaconess Rd., Boston 15; 37 Gay, Norwood  
 Nasse, Judith Ann, *N4*, Mass. General Hosp., Boston 14; R.F.D. 2, Eastford Rd., South-  
 bridge  
 Nazarian, Victoria Lucy, *Pub2*, 5 Stearns Rd., Watertown 72

Neary, Anne Marie, R.N., *N IV3*, 264 Brookline Ave., Boston 15; 117 Essex, Indian Orchard

Neary, Benita Edwina, *SS3*, A.H.; P.O. Box 77, Paia Maui, Hawaii

Neilan, Jane Elizabeth, *N4*, McLean Hosp., Waverley 79; 152 N. Adams, Manchester, N.H.

Nelson, Cynthia Fraser, *1*, S.H.; 291 Union, S. Weymouth 90

Nelson, Joan Alice, *R2*, 2 Rowe Hill Rd., Stoneham 80

Neri, Ann-Marie, *Pub4*, S.H.; 106 Belvidere Blvd., N. Providence, R.I.

Neumann, Nancy-Ann, *S4*, Ar.H.; 180 Grandview Ter., Hartford 6, Conn.

Newberg, Elaine Shirley, *S3*, 145 Savannah Ave., Mattapan 26

Nichols, Rebecca Ward, *NV*, 283 Longwood Ave., Boston 15; Boston Neck Rd., Narragansett, R.I.

Nickerson, Phyllis Ann, *N2*, E.H.; 367 W. Emerson, Melrose 76

Nieberle, Maria Theresia, *N3*, 5 Maple, Brookline 46; Southern Ave., Essex

Nikituk, Mrs. Jane McMullen, *Pub4*, 99 Eliot Rd., Revere 51

Nobel, Carol Louise, *B2*, S.H.; 212 Barth Ave., Pittsburgh 28, Penna.

Noble, Jane Lucille, *1*, S.H.; 2953 Warrensville Rd., Shaker Hts. 22, Ohio

Nordeen, Karen Marie, *NV*, 25 Deaconess Rd., Boston 15; 39 Marion Ave., Brockton 25

Norris, Barbara Ann, *NV*, 283 Longwood Ave., Boston 15; 82 Carroll Rd., Grafton

Norris, Katherine Gertrude, *R3*, 185 Beale, Quincy 71

North, Isabelle Marian, *NV*, 25 Deaconess Rd., Boston 15; 67 Ash, W. Bridgewater

Nulman, Marilyn, *1*, M.H.; 102 Dexterdale Rd., Providence 6, R.I.

Nuttall, Mrs. Nancy Sechrist, *HE4*, 7 Oakledge, Arlington 74

Nyberg, Karin Elna, *NV*, 25 Deaconess Rd., Boston 15; 95 Granite Pl., E. Milton 86

Nyman, Hadele Fagy, *B3*, 84 Willow, Chelsea 50

Occhiato, Carole Mae, *B3*, So.H.; 216 Madison, Pueblo, Colo.

Okeke, Mrs. Ifeoma Onyemelukwe, R.N., *N IV4*, 26 Horan Way, Jamaica Plain 30; 18 Grant, Uwani, Enugu, Nigeria

Olafson, (Ruth) Beverly, *1*, 51 Silk, Arlington 74

Oliver, Pauline Sara, *N3*, McLean Hosp., Waverley 79; 227 Franklin, Bucksport, Maine

Olson, Beryl Dean, *S3*, Ar.H.; 122 Broadmoor Rd., Colorado Springs, Colo.

Olstein, Judith Caroline, *Ed4*, M.H.; 1934 E. 17th, Brooklyn 29, N.Y.

Ossen, Roslyn Beth, *1*, D.H.; 208 Merrymount Rd., Quincy 69

Ostedt, Diana Violet, *B4*, 15 B St. Pl., Lynn

Otis, Nancy Elizabeth, *1*, M.H.; Qtrs. M-1, U.S. Naval Base, Philadelphia 12, Penna.

Otterson, Charlotte Ann, *N3*, So.H.; Twin Bluffs Rd., Red Wing, Minn.

Pachtman, Susan Carole, *Ed3*, D.H.; 1314 Squirrel Hill Ave., Pittsburgh 17, Penna.

Paine, Sarah Lansing, *Pub3*, N.H.; Shankhassick Farm, Durham, N.H.

Palaologou, Panagiota J., *HE2*, 85 Greenbrier, Dorchester 24

Palter, Joyce, *1*, M.H.; 119 Mt. Vernon, Malden 48

Panchy, Shirley Arlene, R.N., *N IV2*, 39 Josephine Ave., Somerville 44

Paquette, Jean Marie, *Ed2*, 27 Dix, Waltham 54

Paresky, Barbara Cheyrl, *1*, E.H.; 224 Elm, Bennington, Vt.

Pariseau, Sue Ellen, *1*, 44 Walnut Canton

Parker, Susan Jean, *Ed4*, 45 St. Paul, Brookline 46

Parks, Gail Eastman, *HE3*, E.H.; 188 Institute Rd., Worcester 2

Parsons, Florence Harding, *B3*, 68 Avalon Rd., Milton 87

Parsons, Jonelle Eva, *L3*, E.H.; 34 Lithgow, Winslow, Maine

Patrikas, Elaine Olga, *1*, M.H.; 236 Parkland Ave., Lynn

Peacock, Nancy Bligh, *SS2*, So.H.; 227 Crown, New Haven, Conn.

Peale, Mrs. Patricia Crawford, *HE4*, 26 Francis, Brookline 46; 34 Hilton Ave., Garden City, L.I., N.Y.

Pearlstein, Marjorie Jayne, *B4*, M.H.; 506 Washington, Braintree 84

Pease, Elizabeth Jane, *L3*, E.H.; 63 Baldwin Ave., Baldwin, N.Y.

Pease, Martha Ann, *1*, M.H.; 130 Butman Rd., Lowell

Pease, Susan Sinclair, *NV*, 25 Deaconess Rd., Boston 15; 104 Abbott, Springfield 8

Peat, Mary Govan, *S4*, 114 The Riverway, Boston 15; 50 Dresden Ave., Gardiner, Maine

Pedroli, Judith Ann, *HE3*, N.H.; 22 Short, Milford

- Pendlebury, Nancy Ann, *L4*, 61 Chadwick, N. Andover; Box 182, Sunset Lake, Hampstead, N.H.
- Penkus, Deanna Angela, *Ed4*, E.H.; 33 Alma, Lawrence
- Pennell, Elizabeth Kimball, *B3*, N.H.; 69 Court, Exeter, N.H.
- Perez, Mrs. Socorro Hermo, R.N., *N uncl.*, 2 Autumn, Boston 15
- Perreault, Norma Jean, *1*, N.H.; 39 Ridgewood Ave., Keene, N.H.
- Perrotta, Dianne Carolyn, *S3*, 4 Baldwin Ct., Cambridge 38
- Perry, Janice Ethel, *Ed2*, D.H.; 15 Old Meadow Rd., W. Hartford 7, Conn.
- Peteros, Chrysanthé A., *Pub4*, 408 Centre, Jamaica Plain 30
- Peterson, Joanne Arpie, *B4*, 68 Halifax, Jamaica Plain 30
- Peterson, Linda Ann, *1*, A.H.; Oldham St., Pembroke
- Peterson, Merilee, *1*, Ar.H.; 8201 3rd Ave., N. Bergen, N.J.
- Phaneuf, Barbara Ann, R.N., *N IV2*, 282 Newbury, Boston 15; 71 Lardner Rd., Bristol, Conn.
- Phillips, Janice Marshall, *NV*, 25 Deaconess Rd., Boston 15; 49 Pierce Rd., Weymouth 88
- Phillips, Joanna, *N2*, E.H.; 451 Lynnfield, Lynn
- Phillips, Julie Minette, *Pub3*, D.H.; 3004 Sheldon Rd., Middletown, Ohio
- Pick, Patricia Erica, *N4*, McLean Hosp., Waverley 79; Gaylordsville, Conn.
- Pilalas, Frances Marie, *1*, So.H.; Prospect St., Norwell
- Pillar, Ann, *1*, S.H.; P.O. Box 93, Oracle, Ariz.
- Pinto, Doreen Ann, *Ed4*, So.H.; 126 Riverdale Pk., Gloucester
- Piolutek, Melanie Ann, *1*, So.H.; Lake Avalon, Rocky Hill, Conn.
- Pioppi, Marcia Ann, *1*, S.H.; 79 Elm, Southbridge
- Plourde, (Marie Blanche) Jeannette, R.N., *N IV3*, 21 Linwood, Arlington 74
- Plummer, Patricia Ellen, *1*, S.H.; 579 Granite, S. Braintree 85
- Plummer, Sarah, *B4*, M.H.; 27 Lovejoy Rd., Andover
- Pollack, Myrna Louise, *1*, S.H.; 42 Beverly Rd., Swampscott
- Pollingher, Linda Joyce, *S2*, 27 Almont, Mattapan 26
- Polomski, Carolyn Janet, *1*, Ar.H.; 59 Thompson Rd., Webster
- Pomer, Phyllis Elaine, *1*, Ar.H.; 380 Auburn Rd., W. Hartford 7, Conn.
- Pomer, Marilyn Henrietta, *1*, E.H.; 52 Reed, Agawam
- Poole, Linda Jean, *N2*, 50 Casco Rd., Lynn
- Potter, Norma, *HE4*, S.H.; 659 Sheridan Ave., Plainfield, N.J.
- Powell, Margaret Ann, *Pub4*, So.H.; R. 9W, Ravena, N.Y.
- Powell, Maryanne Higgins, *B2*, Ar.H.; 90 Darwin Dr., Snyder 26, N.Y.
- Powers, Cornelia Ann, *R4*, S.H.; Dry Hill Rd., Watertown, N.Y.
- Pratt, Dorothy Marie, *S4*, D.H.; 27 Burton Ter., S. Weymouth 90
- Preston, Elizabeth, *1*, E.H.; 10 Grenville Ct., E. Rockaway, N.Y.
- Preston, Reva Ann, *NV*, 283 Longwood Ave., Boston 15; Wimbeldon Dr., W. Yarmouth
- Preston, Ruth Ellen, *HE4*, S.H.; 10 Grenville Ct., E. Rockaway, N.Y.
- Price, Mary Ann, *1*, S.H.; 1015 Charles, Mountainside, N.J.
- Price, Phyllis Ruth, *1*, 2001 Commonwealth Ave., Brighton 35
- Pritsker, Ruth Barbara, *Ed2*, M.H.; 102 Overhill Rd., Providence 6, R.I.
- Pritzker, Roberta, *SS2*, M.H.; 1672 Chapel, New Haven 11, Conn.
- Prodany, Joan Evangeline, *1*, 2 Selwyn Rd., Belmont 78
- Pudolsky, Ruth Sybil, *N4*, Mass. General Hosp., Boston 14; 35 Hansboro, Dorchester 24
- Quinn, Nancy Jean, *1*, L.H.; 168 Fernbrook Ave., Wyncote, Penna.

- Radbord, Marilyn Iris, *HE3*, S.H.; 153 Alexander, Greensburg, Penna.
- Rae, Roberta Eleanor, *R3*, E.H.; 14 Summer, Sanford, Maine
- Rafferty, Patricia Anne, *SS2*, 111 Vinton, Melrose 76
- Rahiser, Gladysann Simmonds, *B3*, S.H.; 1300 Southern Hills, Hamilton, Ohio
- Ramsdell, Patricia, *N3*, McLean Hosp., Waverley 79; 57 Davidson Rd., Worcester 5
- Rank, Diane Patricia, *1*, A.H.; 2455-W-Dean, Milwaukee 17, Wis.
- Ranstad, Margaret Anne, *R2*, D.H.; 4231 Alton Pl. N.W., Washington 16, D.C.
- Raymond, Ina Beverly, *N4*, Mass. General Hosp., Boston 14; 116 Campbell Ave., Revere 51
- Reardon, Muriel Jean, *1*, 26 Taylor Ave., Dedham
- Redden, Jean Ellen, *Ed3*, H.H.; 4 Foster, Barrington, R.I.
- Reeves, Rosalind Alice, *Ed2*, S.H.; 1 Blauvelt Pl., Scarsdale, N.Y.
- Regan, Elizabeth Anne, *1*, L.H.; 96 Helaine Rd., Manchester, Conn.



- Reig, Mary Dolores, R.N., *N uncl.*, 504 Beacon, Boston 15; 39 Northfield Rd., Wallingford, Conn.
- Rennie, Carol Ann, R3, M.H.; 78 Emerson Rd., Milton 86
- Resnick, Rena Marsha, 1, 199 South, Brookline 67
- Resnick, Vivian Edna, S3, S.H.; 308 Amsterdam Ave., Bridgeport 6, Conn.
- Revelas, Eras, 1, N.H.; 96 Morrow Ave., Lockport, N.Y.
- Reynolds, Margaret Ellen, 1, 61 Fisher, Norwood
- Rhody, Carol Louise, N2, S.H.; 250 Hollowtree Ridge Rd., Darien, Conn.
- Rice, Adele Louise, N3, H.H.; 732 Ball Ave., Watertown, N.Y.
- Rice, Deborah Ann, 1, So. H.; Old Mill Rd., Harvard
- Richards, Caroline Porter, SS4, H.H.; River St., Norwell
- Richardson, Betsy Ann, NV, 25 Deaconess Rd., Boston 15; 44 Winter, Hingham
- Richardson, Grace Elizabeth, HE4, M.H.; 36 Vermont Ave., Lynn
- Richardson, Martha Ann, R1, D.H.; 652 Miller Dr., Davis, Calif.
- Richman, Susan Frances, SS3, D.H.; 28 London Ter., New Rochelle, N.Y.
- Richmond, Rosalind, SS4, 1822 Beacon, Brookline 46
- Richter, Thelma Kathleen, R.N., N IV4, 21 Sutherland Rd., Brookline 46
- Rider, Judith Irene, R2, So.H.; 1 Park, Wareham
- Ritter, Mary Ida, B4, So.H.; 3rd U.S.A.S.A. Field Station, A.P.O. 331, San Francisco, Calif.
- Rizzo, Dorothea Raphael, SS1, 157 Princeton, Boston 28
- Rizzo, Kathleen Frances, B2, Ar.H.; 78 Grandview Ave., Wallingford, Conn.
- Robbins, Barbara Brenda, S3, S.H.; 1225 Midland Ave., Bronxville, N.Y.
- Roberts, Barbara Sue, 1, S.H.; 62 Clements Rd., Newton 58
- Roberts Rosemary, R.N., *N uncl.*, 96 Gainsborough, Boston 15; 65 Summer, Weymouth 88
- Robichaud, Jo Ann, NV, 25 Deaconess Rd., Boston 15; Gray, Maine
- Robinson, Lynne, Pub2, D.H.; 31 Washington Pkway., Lowell
- Robinson, Jeanne Ryer, NV, 25 Deaconess Rd., Boston 15; 21 Vernon, Woburn
- Robinson, Sally June, B2, M.H.; 419 W. Meadow Ave., Rahway, N.J.
- Rodig, Diana Helen, 1, N.H.; 83 Parkview Dr., Union, N.J.
- Rodrigues, Christine Marie, N3, S.H.; 103 Clark, New Bedford
- Rodriguez, Patria Maria, S4, 22 Osborne Rd., Brookline 46
- Roen, Kathryn Janet, 1, S.H.; 41-96 Gleane, Elmhurst 73, N.Y.
- Rogers, Constance Jan, 1, D.H.; 346 E. 34th, Paterson 4, N.J.
- Roizman, Judith B, Pub4, D.H.; 85 Nottingham Rd., Malverne, N.Y.
- Rosenbloom, Judith Leanore, L2, E.H.; 1174 Walton Ave., Sherbrooke, P.Q., Canada
- Rosenfeld, Carol Anne, SS3, M.H.; 2553 Willard Ave., Baldwin, N.Y.
- Rosenfeld, Judith Paula, B3, D.H.; 302 Lawrence Rd., Medford 55
- Rosoff, Miriam H., S3, 16 Allandale, Jamaica Plain 30
- Ross, Lynne Ellen, SS4, Ar.H.; 135 South, Wrentham
- Rossi, Serafina Marie, R.N., N II, T.H.; 57 Burr, Waterbury 8, Conn.
- Rossignoli, AnneMarie Pia, 1, M.H.; 201 Broadway, Providence 3, R.I.
- Rothenberg, Lois Elizabeth, Ed3, D.H.; 132 Bentley Ave., Jersey City 4, N.J.
- Rotman, Joan Anne, Ed3, 156 Sumner, Newton 59
- Roundy, Ruth, NV, 283 Longwood Ave., Boston 15; 263 Lincoln Rd., Walpole
- Rubin, Claire Bernice, SS3, S.H.; 58 Hutchins Rd., Medford 55
- Rubin, Deborah Merle, L3, 403 Lee, Brookline 46
- Ruder, Paula Linscott, SS2, Ar.H.; 52 Hitchcock Rd., Amherst
- Russell, Carol, R.N., *N uncl.*, 652 Huntington Ave., Boston 15; 8A Rosedale Ave., Everett 49
- Russell, Donna Lee, NV, 25 Deaconess Rd., Boston 15; 400 Court, Auburn, Maine
- Russell, Marilyn, 1, Ar.H.; 3 Courtney Ter., Lynn
- Russell, Patricia Ann, 1, 24 Brookfield Rd., Islington
- Russian, Susan Harriet, SS3, D.H.; 15 Beaver Hill Lane, New Haven 15, Conn.
- Russman, Dorothy Mae, S2, S.H.; 54 Wolcott, Medford 55
- Sacks, Elisabeth Ann, L4, S.H.; Halcyon Rd., Pikesville 8, Md.
- Safier, Barbara, B4, S.H.; 1305 Malvern Ave., Pittsburgh 17, Penna.
- Sahagian, Irene Joyce, N3, 329 Longwood Ave., Boston 15; 81 Lovell Rd., Watertown 72
- St. Onge, Elizabeth Anne, HE4, S.H.; 7 Arden Rd., Worcester 6
- Saks, Barbara Ann, Ed4, D.H.; 148 Broadview Ave., New Rochelle, N.Y.
- Salmon, Ann Therese, 1, Ar.H.; 86 Fairhaven Rd., Worcester 6



- Saltz, Lois Janet, *Ed2*, D.H.; 68 Puritan Lane, Swampscott
- Sanders, Judith Linda, *L1*, E.H.; 53 Morse, Hamden 14, Conn.
- Sandi, Laura Rose, *B3*, 764 Mt. Auburn, Watertown 72
- Saperstein, Gail Stone, *Ed3*, 45 St. Paul, Brookline 46; 20 Brook Dr., Morris Plains, N.J.
- Sarantis, Jacqueline Salomea, *NV*, 25 Deaconess Rd., Boston 15; 34 Middlesex Pk., Lowell
- Sarno, Carol Ann, *R3*, N.H.; 21 Circle, Marblehead
- Sarno, Carol Anne, *1*, L.H.; 15 Azalea Dr., Norwood
- Sarno, Doris Immaculate, *R4*, 323 Park Ave., Revere 51
- Schaier, Jean Lorraine, *Pub4*, N.H.; 255 Walpole, Norwood
- Schein, Judith Ann, *R4*, S.H.; 118 W. Montrose Ave., S. Orange, N.J.
- Schevera, Barbara Ann, *1*, E.H.; Will-O-Woods, Croton-on-Hudson, N.Y.
- Schiller, Susan Ilene, *1*, D.H.; 107 Treadwell, Hamden 17, Conn.
- Schlafman, Carol Ann, *Ed3*, 112 Colborne Rd., Brighton 35
- Schlager, Mrs. Judith Poorvu, *R4*, 86 St. Paul, Brookline 46
- Schmidt, Ila Mae, *HE3*, Ar.H.; 38 Ridge Rd., Great Notch, N.J.
- Scholnick, Shirley Deborah, *SS3*, 37 Westgate Rd., Newton 59
- Schoonmaker, Joan Brooks, *NV*, 25 Deaconess Rd., Boston 15; 11 Manitoba Rd., Waban 68
- Schugel, Susan Mary, *1*, E.H.; 520 S. German, New Ulm, Minn.
- Schultheiss, Patricia Anne, *1*, 4 Glendale Rd., Attleboro
- Schwartz, Adele Judith, *Ed4*, S.H.; 1237 Valley Rd., Bridgeport 4, Conn.
- Schwartz, Carol Ellen, *SS4*, D.H.; 926 Quincy Ave., Scranton 10, Penna.
- Schwartz, Judith Ruth, *Ed3*, D.H.; 40 Fleetwood Ave., Mt. Vernon, N.Y.
- Scipione, Joan Prudence, *B4*, 60 Concolor Ave., Newton 58
- Scotland, Bonnie Jeane, *NV*, 25 Deaconess Rd., Boston 15; R.F.D. 2, Manchester, N.H.
- Scott, Gloria Jean, *N2*, So.H.; 39 Highland Ave., Westerly, R.I.
- Scully, Ellen Mary, *1*, N.H.; 76 Abbott Rd., Dedham
- Seiden, Marcia Deborah, *SS4*, Ar.H.; 3443 Trexler Blvd., Allentown, Penna.
- Seidenstein, Rosalind, *S3*, D.H.; 1043 Beach 25, Far Rockaway 91, N.Y.
- Semans, Mrs. Marcia Stein, *Ed4*, 273 E. Squantum, N. Quincy 71
- Senkler, Abigail Dickson, *HE3*, Lowell Rd., Carlisle
- Sennett, Sheila Jayne, *1*, S.H.; 40 Mullen, Uniontown, Penna.
- Severance, Marianne, *B2*, N.H.; Box 684, Marion
- Seymon, Beverly Doreen, *R3*, S.H.; 285 Cooke, Waterbury, Conn.
- Shafer, Barbara Franklynn, *1*, B.H.; P.O. Box 4614, San Juan, Puerto Rico
- Shain, Heather Renée, *Ed3*, 46A Trowbridge, Cambridge 38
- Shaper, Mrs. Sue Zigenbein, *S3*, 20 Roseland, Cambridge 40
- Shapiro, Ann Reva, *SS4*, So.H.; 106 N. Adams, Manchester, N.H.
- Shapiro, Mrs. Judith Cohen, *N4*, Boston Lying-in Hosp., Boston 15; 106 N. Adams, Manchester, N.H.
- Shapiro, Martha Miller, *1*, S.H.; 60 Colbert Rd., W. Newton 65
- Shapiro, Mary Ann, *S2*, M.H.; 151 Rumson Rd. N.E., Atlanta 5, Ga.
- Shaw, Deborah, *1*, E.H.; 27 Southgate Rd., Wellesley 81
- Shea, Dorothy Jean, *S4*, E.H.; 17523 Schenely, Cleveland 19, Ohio
- Shea, Mary, *1*, S.H.; 2420 Madrid, Coral Gables, Fla.
- Sheehan, Joanne Marie, *Ed2*, 1367 Commonwealth Ave., Brighton 35
- Shepard, Joanne, *R3*, Ar.H.; 16 Warren, Beverly
- Shepard, Rosamond Robinson, *N4*, Mass. General Hosp., Boston 14; 94 View, Franklin, N.H.
- Sherwood, Robin, *Pub3*, E.H.; R.D. 1, Glens Falls, N.Y.
- Shiff, Judith Nancy, *SS4*, E.H.; 255 Dixon, Bridgeport 4, Conn.
- Shoemaker, Doris Marie, *SS3*, So.H.; Elizaville, N.Y.
- Shulman, Carol Linda, *SS2*, N.H.; 53 Littlefield Rd., Newton Centre 59
- Siders, Sandra Elayne, *1*, 19 Goodale Rd., Mattapan 26
- Siegan, Laurel Susanne, *NV*, 283 Longwood Ave., Boston 15; 10 Edson, Boston 24
- Siegel, Elaine Joan, *B4*, M.H.; 130 California Ave., Providence 5, R.I.
- Siggia, Barbara Ann, *1*, N.H.; Windmill Rd., Armonk, N.Y.
- Silver, Joyce Elaine, *1*, D.H.; 54 Silver, Elmont, N.Y.
- Simonvitz, Carol Joan, *S2*, M.H.; 120 Robin Rd., W. Hartford 7, Conn.
- Simons, Marilyn Barbara, *1*, S.H.; 38 Fenno Rd., Newton Centre 59
- Singer, Rhoda Ann, *1*, So.H.; 25 Tumblebrook Lane, W. Hartford, Conn.
- Sinko, Dorothea Veronica, *SS3*, Ar.H.; 97 Canterbury Turnpike, Norwich, Conn.
- Skarinka, Mrs. Pauline Newcomb, R.N., *N II*, 21 Monroe, N. Abington
- Skelton, Catherine May, *HE2*, 11 Sears, Burlington

- Skrivanek, Mrs. BettyJane Frey, R.N., *N uncl.*, 54 Francis, Waltham 54; 61 North, Middleboro
- Slater, Sandra Marjorie, 1, Ar.H.; 36 Lillibridge Ct., Hamden, Conn.
- Sloane, Linda Darr, *Ed3*, M.H.; 121 President's Lane, Quincy 69
- Sloane, Mrs. Toby Tattlebaum, *Ed4*, 50 Peterborough, Boston 15
- Slobodkin, Phyllis Ellen, 1, Ar.H.; 200 Eastern Ave., Lynn
- Smart, Kathryn Judith, *NV*, 25 Deaconess Rd., Boston 15; 11 Williams, Beverly
- Smigliani, Madeline Carole, *N2*, M.H.; 341 Blue Hill Ave., Milton 86
- Smith, Carmen Mercedes, *B4*, D.H.; Box 442, Balboa Hts., Canal Zone
- Smith, Helen Edith, 1, H.H.; 24 Jay, Wethersfield 9, Conn.
- Smith, Judith, *Ed2*, S.H.; 70 Sampson Pkway., Pittsfield
- Smith, Loraine Frances, *S2*, 49 Gardner, Arlington 74
- Smith, Lucille Alice, *NV*, 283 Longwood Ave., Boston 15; 38 Lancey, Pittsfield, Maine
- Smith, Mary Elizabeth, *S4*, 324 St. Paul, Brookline 46; 389 Mansfield Ave., Willimantic, Conn.
- Smith, Nancy Goodrich, *N2*, D.H.; 42 Flagler Ave., Cheshire, Conn.
- Smith, Patricia Ann, *S3*, S.H.; 233 Clark Ave., Short Beach, Conn.
- Smith, Patricia Wilson, *N4*, Mass. General Hosp., Boston 14; 88 Leighton Rd., Wellesley 81
- Smith, Sarah Alice, 1, So.H.; 5 Morrison Ave., Wakefield
- Smukler, Susan, *Ed4*, So.H.; 1410 Ave. S, Brooklyn 29, N.Y.
- Sneidman, Louise Rita, *HE3*, S.H.; 10 Beechwood Rd., Hartsdale, N.Y.
- Snyder, Patricia Ann, *B4*, B.H.; 69 Williams, Glastonbury, Conn.
- Solander, Nancy Ray, 1, D.H.; 508 Amherst Rd., S. Hadley
- Soler, Nanci Grace, 1, S.H.; 23 Mayhew Rd., Attleboro
- Solera, Ann Teresa, *S1*, D.H.; 57 Chickering Pittsfield
- Solin, Rochelle Harriet, *Ed3*, M.H.; 70 Tiffany, Springfield 8
- Solomon, Judith Ann, *Ed4*, S.H.; 72 Fenimore Blvd., Springfield 8
- Soltz, Wendy Joan, *Ed3*, 101 Boulevard Raspail, Paris, France; 170-25 Highland Ave., Jamaica 32, N.Y.
- Soooper, Barbara Silvia, *Ed2*, 93 Audubon Rd., Milton 86
- Soooper, Ruth Harriet, 1, 48 Lorna Rd., Mattapan 26
- Sovers, Deanne Louise, 1, M.H.; 21 Edgewood Ave., Larchmont, N.Y.
- Sowers, Mrs. Gladys Bucher, *B1*, 190 Prospect, Cambridge 39; c/o Mr. Richard B. Bucher, R.D. 5, Lebanon, Penna.
- Spano, Janet Eleanor, *N4*, McLean Hosp., Waverley 79; 226 E. Main, Middletown, N.Y.
- Spellman, Carol Irene, 1, M.H.; 131 Valentine, Fall River
- Spellman, Ellen Barbara, 1, 74 American Legion Hwy., Dorchester 24
- Sperry, Susan, *SS2*, 79 Paxton, Leicester
- Spiegel, Cornelia Frances, *S4*, D.H.; 48 Park Edge Ave., Springfield 8
- Stallings, Harriet Ann, *L3*, M.H.; 62 Beaufort Ave., Needham 92
- Stanton, Carolyn Ethel, 1, H.H.; 48 Case Ave., Staten Island 9, N.Y.
- Stark, Harriet René, 1, Ar.H.; 1371 Olive, Denver 20, Colo.
- Steele, Jeanne Elizabeth, *Pub2*, E.H.; Hill Rd., Boxborough
- Steele, Sabra Farrington, *SS3*, So.H.; Grey Rock Ter., Irvington, N.Y.
- Stern, Nancy, *SS3*, 15 Thatcher, Brookline 46
- Stevens, Anne King, *N4*, Mass. General Hosp., Boston 14; Pitcher's Way, Hyannis Port
- Stewart, Mrs. Laurel Gale, *SS2*, 19 Shepard, Cambridge 38
- Stiles, Nancy, 1, S.H.; 70 Chase, Hyannis
- Stiles, Naomi Lee, *N3*, Ar.H.; 625 High, Chester, N.Y.
- Stoller, Maxine, 1, D.H.; 34 Hancock, Malden 48
- Stoller, Ruth Carolyn, *Pub2*, S.H.; 577 Broadway, Everett 49
- Strathern, Joan Louise, *L4*, R.F.D. Cross St., Hopkinton
- Strouse, Jean Ellen, *SS3*, M.H.; 419 Ashbourne Rd., Elkins Park 17, Penna.
- Strum, Hope Gail, *HE2*, M.H.; 63 Ashton Rd., Yonkers, N.Y.
- Stulce, Mrs. Marjorie Sutherland, R.N., *N uncl.*, 33 Beechwood Ter., Wellesley 81
- Sturner, Marianne, 1, E.H.; 51 Hillside Ave., Darien, Conn.
- Sulcius, MaryAnn Marie, 1, Ar.H.; 99 Hillside Ave., Bridgeport 4, Conn.
- Sullivan, Helen-Louise, *S2*, N.H.; 16 Marian, Burlington, Vt.
- Sundook, Linda Diane, 1, 15 Owen, Mattapan 26
- Susman, Lee, *Ed3*, S.H.; 30 Wiltshire Lane, W. Hartford 7, Conn.
- Swanson, (Elisabeth) Gale, *N4*, McLean Hosp., Waverley 79; 15 Rangeley Rd., Watertown 72

- Swasey, Susan Keith, *B3*, N.H.; 55 Ellicott Ave., Batavia, N.Y.  
 Swett, Wilma Stephanie, *L2*, S.H.; 81 Sheffield Rd., Newton 60  
 Swift, Carolyn, *Pub4*, 16 Fairlee Rd., Waban 68  
 Swinkin, Phyllis Nora, *1*, S.H.; 108 Michael, Hamden 14, Conn.  
 Symons, Judith Ann, *S2*, M.H.; 3571 Main Rd., Tiverton, R.I.
- Taft, Priscilla Ann, *1*, S.H.; 1174 Sussex Rd., W. Englewood, N.J.  
 Talanian, Sandra Elizabeth, *1*, 29 Rand, Malden 48  
 Talbot, Dixie Lee, *1*, E.H.; 8 West Ave., Elba, N.Y.  
 Tanar, Deborah Diane, *1*, 25 Sea Foam Ave., Winthrop 52  
 Tank, Helen Marie, *S2*, 231 Concord Ave., Cambridge 38  
 Tannenbaum, Barbara, *Ed3*, M.H.; 11 Norfolk Rd., Great Neck, L.I., N.Y.  
 Tanneyhill, Lucy Ellen, *R4*, 46 Harvard, Everett 49  
 Taylor, Ann Gwendolyn, *HE3*, 42 Webster, Needham 94  
 Taylor, Laurinda Mary, *1*, Ar.H.; 30 Fisher, Westboro  
 Taylor, Lynda Ann, *SS2*, Ar.H.; 89 Collingsworth, Rochester 10, N.Y.  
 Taylor, Naomi Ann, *S4*, 33 Reynolds Ave., Everett 49  
 Taylor, Shirley Elizabeth, *1*, Ar.H.; 419 Antlers Dr., Rochester 18, N.Y.  
 Teich, Phyllis Marion, *SS4*, 53 Eliot Memorial Rd., Newton 58  
 Teitelbaum, Nina Sarah, *R2*, D.H.; 300 Leila, Johnstown, Penna.  
 Teplitz, Mrs. Mary Russo, R.N., *N IV2*, 137 Park Dr., Boston 15  
 Terry, Susan, *NV*, 25 Deaconess Rd., Boston 15; 693 Main, Hingham  
 Tervo, Mary Ann, *NV*, 25 Deaconess Rd., Boston 15; Gleasondale Rd., Stow  
 Teuten, Gail Nancy, *SS4*, S.H.; 21 Raymond, Rockville Centre, N.Y.  
 Tevekalian, Claire Anne, *SS2*, 57 Bencliffe Cir., Auburndale 66  
 Thompson, Barbara Marion, R.N., *N uncl.*, 358 Lowell, Methuen  
 Thompson, Carol Ann, *HE2*, S.H.; 81 Mountain View Dr., Waterbury 6, Conn.  
 Thorpe, Linda Carol, *N4*, Mass. General Hosp., Boston 14; 42 Chester Ave., Medford 55  
 Tinty, Beatrice Ann, *1*, So.H.; 34 Farmington Ave., Plainville, Conn.  
 Tisdell, Helena Ann, *1*, S.H.; 11 Merriwether Rd., Worcester 2  
 Titchell, Arlene Isbell, *Ed3*, M.H.; 199 Somerset Ave., Winthrop 52  
 Titlebaum, Mrs. Hope Pearlman, *N4*, Mass. General Hosp., Boston 14; 100 Charles, Boston 14  
 Tobak, Helen Ruth, *1*, S.H.; 17 Everett, Newport, R.I.  
 Tolli, Sally Brooke, *L4*, B.H.; 24 Maple, Plainville, Conn.  
 Tomany, Marilyn Anne, *1*, Ar.H.; 330 Hollow Tree Ridge Rd., Darien, Conn.  
 Tonsing, Carol Ellen Norma, *Pub2*, N.H.; 140 Belmont, Weymouth 88  
 Topor, Janice Gloria, *Ed2*, S.H.; 23 James, New Bedford  
 Torner, Jacqueline Sylvia, *R4*, S.H.; 313 Loudonville Rd., Albany 4, N.Y.  
 Torto, Diane Josephine, *Pub2*, 25 Cherry, Lynn  
 Towle, Mrs. Faith Webber, *L4*, 31 Gardner, Allston 34  
 Tribe, Janet Barbara, *HE3*, 72 Strathmore Rd., Brighton 46  
 Trombley, Laurel Bernardine, *HE1*, M.H.; 29 Hemlock Dr., Milton 87  
 Trull, Elizabeth Anne, *1*, M.H.; 60 Stafford Rd., Lowell  
 Trust, Gail, *R2*, D.H.; 30 Westbourne Rd., Concord, N.H.  
 Tseng, Nancy Yui-Ming, *1*, Ar.H.; 2426 19th N.W., Washington 9, D.C.  
 Tsongas, Thaleia, *N1*, 40 Fairfield, Lowell  
 Tsongas, Theodora Alexander, *S2*, E.H.; 20 Avalon Rd., Garden City, N.Y.  
 Tucker, Gail, *R4*, M.H.; R.F.D. 1, Rye, N.H.  
 Tucker, Gwendolyn Hill, *Pub2*, B.H.; 39 Hutchings, Roxbury 21  
 Tulloch, Carol Anne, *1*, Ar.H.; South St., S. Bethlehem, N.Y.  
 Tuttle, Nancy, *S2*, Ar.H.; 2 Blithe Way, Rumford 16, R.I.  
 Twining, Carol Elizabeth, *NV*, 25 Deaconess Rd., Boston 15; 115 Bloomfield, Springfield 8  
 Twombly, Linda Ann, *1*, So.H.; 10 Upland Rd., Essex Jct., Vt.
- Umphlett, Kathryn Lee, *1*, N.H.; N. Stonington, Conn.
- VanAken, Eleanor Barbara, *Pub2*, S.H.; 900 Shore Rd., Cape Elizabeth 7, Maine  
 VanNest, Anna Kathryn, *Ed2*, M.H.; 159 Park, Montclair, N.J.  
 Varsos, Helene Victoria, *R4*, 5 Kenney, Jamaica Plain 30



- Vaughan, Phyllis Anne, *SS2*, N.H.; 16 Plymouth Dr., Scarsdale, N.Y.  
 Vincent, Donna Gray, *N4*, Mass. General Hosp., Boston 14; Main St., Mendon  
 Vincent, Joanna Elizabeth, *SS2*, E.H.; 44 Ralston Ave., Hamden 17, Conn.  
 Vincent, Kathryn Adele, *1*, M.H.; 1333 Unquowa Rd., Fairfield, Conn.  
 Vines, Nancy Louise, *1*, D.H.; 1 Seymour Ave., W. Hartford 10, Conn.  
 Viscott, Mrs. Judith Finn, *Pub4*, 23 Cummings Rd., Brighton 46  
 Vogel, Jane Ann, *Ed3*, So.H.; 95 Chatham, Buffalo 16, N.Y.  
 Volean, Cynthia Jane, *1*, E.H.; 223 Market, Amsterdam, N.Y.  
 Voss, Judith Sweet, *S3*, L.H.; 107 Oak, Uxbridge
- Wagman, Carole Irene, *R4*, 40 Upland Rd., Waban 68  
 Wagner, Carol Ann, *1*, L.H.; 66 Caswell, New Bedford  
 Waldman, Deanna, *1*, M.H.; 7047 N. Crossway, Milwaukee 17, Wis.  
 Waldman, Dori Clare, *1*, Ar.H.; 51 Beverly Rd., W. Orange, N.J.  
 Waldman, Lotta Bea, *L4*, D.H.; 7047 N. Crossway, Milwaukee 17, Wis.  
 Waldman, Lynn, *N2*, D.H.; 389 Redondo Rd., Youngstown 4, Ohio  
 Walk, Isabel Mae, *S4*, 654 Chestnut Hill Ave., Brookline 46  
 Wall, Nancy, R.N., *N IV3*, 46 St. Francis, Medford 55  
 Wallace, Janet Louise, *NV*, 283 Longwood Ave., Boston 15; 534 High, Medford 55  
 Wallace, Toby Ann, *Ed2*, 45 Ocean Ave., Winthrop 52  
 Wallstrom, Ann-Marie Kristine, *SS4*, D.H.; 25 Astor Pl., Valley Stream, N.Y.  
 Wallstrom, Gunnel Kristine, *1*, D.H.; 25 Astor Pl., Valley Stream, N.Y.  
 Walsh, Susan Patricia, *S2*, 46 Burroughs, Boston 30  
 Walter, Carol Ann, *HE3*, E.H.; 4525 W. 220th, Fairview Park 26, Ohio  
 Walters, Nancy Haller, *1*, Ar.H.; 280 Danbury Cir. N., Rochester 18, N.Y.  
 Ware, Carol Elaine, *L3*, N.H.; 112 S. Main, Glassboro, N.J.  
 Washburn, Dallas Ann, *1*, L.H.; Pittsburg, N.H.  
 Watson, Patricia, *SS4*, N.H.; 7 Barrymore Rd., Hanover, N.H.  
 Weaver, Joan Dorothy, *NV*, 283 Longwood Ave., Boston 15; 8328 Beryl Rd., Baltimore 14, Md.  
 Webber, Elizabeth Anne, *SS3*, 15 Orchard Rd., Bedford  
 Weber, Irene Livia, *1*, 384 The Riverway, Boston 15  
 Webster, Ann Elizabeth, *S2*, S.H.; 60 S. Pleasant, Randolph, Vt.  
 Webster, Marion Elizabeth, *N4*, 329 Longwood Ave., Boston 15; 105 Willow, W. Roxbury 32  
 Weeman, Sally Ann, *NV*, 25 Deaconess Rd., Boston 15; 228 Highland, Portsmouth, N.H.  
 Weill, Patricia Gene, *Pub3*, D.H.; 1185 Park Ave., New York 28, N.Y.  
 Weiller, Peggy, *SS2*, M.H.; 4401 Old Court Rd., Pikesville 8, Md.  
 Weinberger, Janet Ilma, *SS2*, D.H.; 110 Princeton Rd., Chestnut Hill 67  
 Weinberger, Teris, *S2*, 51 Leland Rd., Brookline 67  
 Weiner, Arlene Barbara, *S3*, 21 Hill, Malden 48  
 Weinstock, Gilda, *Ed3*, D.H.; 41 Laurel Ave., Providence 6, R.I.  
 Weiss, Mrs. Elaine Spitz, *SS4*, 305 Lafayette, Pawtucket, R.I.  
 Weiss, Loretta Ann, *Ed2*, S.H.; 61 Babcock, Brookline 46  
 Welch, Ann Elizabeth, *NV*, 25 Deaconess Rd., Boston 15; R.F.D. 1, Rumford, Maine  
 Welch, Mary Gertrude, *R3*, Ar.H.; 164 Church, N. Adams  
 Wells, Natalie, *1*, M.H.; 838 Belmont, Brockton 5  
 Wentworth, Andrea Rollins, *R4*, N.H.; R.F.D. 3, Box 101, Dover, N.H.  
 Wertheimer, Helen Frances, *N2*, M.H.; 971 Oak, Glencoe, Ill.  
 West, Barbara Ruth, *NV*, 283 Longwood Ave., Boston 15; 39 Church Ave., Warwick, R.I.  
 West, Dorothy Joyce, *N4*, 329 Longwood Ave., Boston 15; 47 George, Arlington 74  
 West, Sandra Ann, *S3*, 31 Newtowne, Cambridge 39  
 Whicher, Martha Iva, R.N., *N IV2*, 229 Kent, Brookline 46; Gray Lodge Rd., Kittery, Maine  
 White, Gloria Myrl, *SS2*, Bedford Rd., Carlisle  
 Whitney, Janet Elaine, *Ed4*, M.H.; R.D. 2, Middlebury, Vt.  
 Wiebel, Madalene Marie, *B2*, S.H.; 79-17 Hollis Ct. Blvd., Flushing 64, N.Y.  
 Wihn, Tekla Jane, *1*, E.H.; 402 Anawanda Ave., Pittsburgh 34, Penna.  
 Wiener, Irma Zelda, *S3*, S.H.; 51 Richmond Ave., Worcester 2  
 Wilcox, Gail, *SS4*, S.H.; 25 Arlington, Rockland  
 Wilder, Nancy Louise, R.N., *N uncl.*, 10 Warren Ave., Chelmsford  
 Wilkie, Ann Louise, *Ed4*, 5 Spring, Lexington 73



Wilkins, Beverly Laurant, *NV*, 25 Deaconess Rd., Boston 15; 10 Pine Ridge Cir., Reading  
 Wilkinson, Marilyn Ruth, *R.N.*, *N IV3*, T.H.; 31 Loring Ave., Auburn, Maine  
 Williams, Carol Dorothy, *B2*, D.H.; 231 Rockwell, Norwich, Conn.  
 Willson, Marsha Thane, *NV*, 25 Deaconess Rd., Boston 15; 156 Clafin, Belmont 78  
 Wilson, Diana Bischoff, *NV*, 283 Longwood Ave., Boston 15; 120 Jacob's, Seekonk  
 Wilson, Enid Jean, *Ed4*, Ar.H.; 4 Balsam Ave., Troy, N.Y.  
 Wilson, Myrna Lee, *1*, D.H.; 62 Hallwood Ave., Dayton 17, Ohio  
 Wilson, Suzanne Marie, *L4*, 260 Glen Rd., Weston 93  
 Windsor, Loralee, *1*, S.H.; Raquette River Dr., Tupper Lake, N.Y.  
 Wing, Mrs. Doris Packard, *R.N.*, *N IV3*, 39 Prosepct, Needham 92  
 Winkley, Lee-Beth, *1*, Ar.H.; 57 High, Bridgton, Maine  
 Winter, Susan, *SS3*, M.H.; 8014 N. Lake Dr., Milwaukee 17, Wis.  
 Witherow, Sally Rose, *R4*, E.H.; 322 Lakeview Pk., Rochester 13, N.Y.  
 Wolf, Linda, *1*, 37 Philbrick Rd., Newton 59  
 Wolfe, Mrs. Patty Baker, *SS4*, N.H.; R. 1, Council Bluffs, Iowa  
 Wolff, Barbara Ellen, *SS2*, S.H.; 395 Riverside Dr., New York 25, N.Y.  
 Wolin, Naomi, *Ed3*, S.H.; 137 E. Elm, Greenwich, Conn.  
 Wood, Caroline Nicols, *1*, S.H.; Box 830, Big Horn, Wyo.  
 Woodman, Janice May, *N3*, So.H.; 15 Johnson Rd., Falmouth Foreside, Maine  
 Woods, Alice Mary, *S3*, 45 Concord Ave., Milton 86  
 Wyner, Sandra Rae, *SS2*, S.H.; 12 York Ter., Brookline 46

Yaffe, Sandra Rebecca, *S4*, M.H.; 25 Barbieri Cir., Bridgeport, Conn.  
 Yamauchi, June, *L3*, N.H.; 1246 Palolo Ave., Honolulu 16, Hawaii  
 Yates, Margaret Aileen, *HE2*, E.H.; 24 E. 219th, Euclid 23, Ohio  
 Yesley, Louise Sara, *SS3*, D.H.; 8 Whitney Rd., Newtonville 60  
 Young, Amy, *1*, N.H.; 619 Laurel, Longmeadow 6  
 Yuffy, Michelle, *L2*, S.H.; 2168 Victoria Ave., Windsor, Ont., Canada  
 Yung, Lillian Chi-Sien, *1*, 364 Marlborough, Boston 15; 126 Rua Espanha, Sao Paulo, Brazil

Zabarsky, Norma Phylis, *SS2*, 74 Yarmouth Rd., Chestnut Hill 67  
 Zelig, Judith Sara, *1*, S.H.; 23 Raymond Ave., Salem  
 Zeppenick, Sheila May, *1*, M.H.; 612 Maitland Ave., W. Englewood, N.J.  
 Zibbell, Paula Louise, *1*, 15 Walden, Newtonville 60  
 Zidle, Nina Sarah, *N4*, Boston Lying-in Hosp., Boston 15; 18 Linden, Lawrence  
 Ziegler, Barbara May, *1*, Ar.H.; Saw Mill River Rd., Yorktown Hts., N.Y.  
 Zimmer, Marylin, *SS3*, M.H.; 63 Lockwood, Fairfield, Conn.  
 Zimmerman, Roberta Fay, *Ed2*, S.H.; 41 Poplar Ave., Deal, N.J.  
 Zlotnick, Barbara Joan, *S4*, Ar.H.; 37 Dresser, Webster

## REGISTRATION IN 1958-1959

### *After the Publication of the Register*

Aschaffenburg, Mrs. Gloria Robichaud, R.N., *N IV3*, 81 Virginia Rd., Concord

Bleecker, Chester Vincent, *L II* (Mus.B., Mus.M. *Univ. of Kansas* 1947, 1949) 112 Nonantum, Brighton 35

Bondi, Laura Margaret, *L II* (S.B. *Simmons* 1955) 3 City View Rd., Brookline 46

Buckley, Denise Mary, *L II* (A.B. *Mount Saint Mary* 1958) 84 Clarke, Manchester, N.H.

Burns, Beverly Anne, *HE uncl.* (S.B. *Univ. of Massachusetts* 1953) 1384 Commonwealth Ave., Brighton 35

Carlquist, Nancy Janet, R.N., *N uncl.*, 30 Devon Ter., Kearny, N.J.

Carmody, Margaret Ann, R.N., *N uncl.*, 5 Van Anden, Auburn, N.Y.

Cheves, Mrs. Vera Cederstrom, *L II* (B.S. in Ed. *Boston Univ.* 1930) 3 Danforth Pl., Roxbury 19

Collier, Robert Urbain, *L II* (A.B. *Harvard* 1957) 84 Prescott, Cambridge 38

Collins, Mrs. Barbara Bradley, R.N., *N IV3*, Oyster Pond Rd., Falmouth

Coon, Thelma Irene, R.N., *N uncl.*, R. R. 2, Williamsfield, Ohio

Cooper, Barbara Mary, R.N., *N uncl.*, 145 Allen, Manchester, N.H.

Coté, Evelyn Edna, *L II* (A.B. *Regis* 1958) 17 Lawrence, Taunton

Coyman, Geraldine Ann, *L II* (A.B. *Boston* 1956) 850 E. Broadway, S. Boston 27

Crowley, Carol Ann, *HE uncl.* (A.B. *Marymount* 1955) 11 Reedsdale Rd., Milton 87

desCognets, Elizabeth Barber, *L II* (A.B. *Boston Univ.* 1953) 299 Salisbury, Worcester 9

Efferts, Mara, *L II* (Mus.B., Mus.M. *New England Conservatory of Music* 1951, 1954) 62 Toxteth, Brookline 46

Fagerberg, Doris Lillian, *HE III* (B.S.Ed. *Framingham State Teachers* 1956) Oak Rd., Middleton

Fleck, Mrs. Mary Richardson, *L uncl.* (A.B. *Smith* 1924) 88A Chestnut, Boston 8

Futch, Dorothy Helen, *L II* (A.B. *Florida State Univ.* 1951) 1042 Ibis Rd., Jacksonville, Fla.

Gibbs, Mrs. Mereva Parrish, *SW II* (B.S. in Ed., *Alabama State Teachers* 1940) 34 Hutchings, Dorchester 21

Goode, Mrs. Dolores Alleyne, R.N., *N uncl.* (S.B. *Boston Univ.* 1956) 79 Devon, Boston 21

Goodwin, Mrs. Irene LaJoie, R.N., *N uncl.*, 767 E. Washington, Hanson

Grady, Marjorie Ramsdell, R.N., *N IV2*, 50 Sumner, Hull

Grant, Betty Lou, *HE III* (S.B. *Univ. of Massachusetts* 1956) 70 Shawsheen Ave., Wil-  
mington

Grasberg, Gabriel, *L II* (B.A. *McGill Univ.* 1951; A.M. *Harvard Univ.* 1953) 285 Beacon, Boston 16

Graves, Elizabeth Ann, *L II* (A.B. *Wells* 1951; Mus.M. *Boston Univ.* 1958) Wood St., New Canaan, Conn.

Greenbaum, Alfred Abraham, *L II* (A.B. *Harvard* 1950) 181 Allston, Brighton 35

Greene, Sarah Sherburne, *N uncl.* (A.B. *Connecticut* 1957) W. Kingston, R.I.

Gunn, Gertrude Elizabeth, *L II* (B.A., M.A. *Univ. of New Brunswick* 1955, 1956; Ph.D. *Univ. of London* 1959) River View Hts., Fredericton, N.B., Canada

Haehnel, Mrs. Margaret Mix, *SW uncl.* (A.B. *Syracuse Univ.* 1922; S.M. *Simmons* 1947) 22 Dedham, Wrentham

Harris, Joanne, *L uncl.* (B.S. in Ed. *Lesley* 1952) 266 Clark Rd., Brookline 46

Hennessey, Patricia Judith, *HE III* (A.B. *Regis* 1958) 1395 Washington, Canton  
 Ho, Jane (Mrs. Wu-su Pan), *L II* (B.A., M.A. *National Taiwan Univ.* 1955, 1958) 3,  
 sublane 63, Lane 551, Nanking E. Rd., Taipei, Taiwan, China  
 Howe, Margery, R.N., *N uncl.*, 1464 High, Westwood

Johns, Mrs. Marjorie Boisvert, R.N., *N IV2*, 700 Chestnut, Lynnfield Center  
 Johnson, Mrs. Dorothy Herman, R.N., *N uncl.*, 261 Selkirk Rd., Brookline 46

Khiralla, Mrs. Ruth Deraney, *SW II* (S.B. *Simmons* 1935) 62 Winter, Natick  
 King, Arlene Ada, *L II* (A.B. *Univ. of New Hampshire* 1953) 1 Cedarbrook Way, Dover,  
 N.H.  
 Kuiper, Mrs. Marilyn Sawyer, *L II* (S.B. *Tufts Univ.* 1948; A.M. *Smith* 1950) 178 N.  
 Main, Sharon

Laird, Constance Adie, *SW II* (A.B. *Smith* 1940) 96 Henry, Cambridge 39  
 Landsman, Marsha Naomi, *Ed2*, 24 Clover, New Bedford  
 Luhde, Jutta Clara Erna Marie, *L II*, 98 Myrtle, Boston 14  
 Lynch, Jane Patricia, *L II* (A.B. *Regis* 1953) 670 Columbia Rd., Dorchester 25

McAuliffe, Jean Frances, R.N., *N IV2*, 13 Montreal, Portland, Maine  
 McCarthy, Dorothy Joan, R.N., *N uncl.*, 37 Edgehill Rd., E. Braintree  
 Manning, MaryJane Catherine, *SW II* (A.B. *College of New Rochelle* 1952) 61 Anderson,  
 Boston 14  
 Meadows, Mrs. Geraldine Hampe, *HE uncl.* (B.S.Ed. *Framingham State Teachers* 1956)  
 85 Kenwood, Brookline 46  
 Miller, Mrs. Dorothy Friend, *L II* (A.B. *Connecticut* 1932) 43 Old Middlesex Rd.,  
 Belmont 78  
 Murphy, Mrs. Ruth Glidden, *SW uncl.* (S.B. *Tufts Univ.* 1940; S.M. *Simmons* 1942) 71  
 Turner Rd., Scituate

Nyren, Mrs. Dorothy Smith, *L II* (A.B., A.M. *Boston Univ.* 1951, 1952) 17 Charles River  
 Ter., Newton Hlds. 61

Oja, Ruth Elizabeth, R.N., *N uncl.* (S.B. *Simmons* 1958) R.F.D. Marlboro, Chesham, N.H.  
 Okeke, Mrs. Ifeoma Onyemelukwe, R.N., *N IV2*, 18 Grant, Uwani, Enugu, Nigeria

Parker, Mary Church Jenckes, *N uncl.* (A.B. *Bryn Mawr* 1957) 72 Barnes, Providence 6,  
 R.I.

Patterson, Mrs. Mabel Kirkbride, *L uncl.* (A.B. *Wellesley* 1930) 9 Skating Pond Rd.,  
 Weston 93

Petersen, Mrs. Aoinette DeRosa, *L II* (A.B. *Brooklyn* 1957) 19 Peterborough, Boston 15  
 Pollard, Mrs. Eileen McHugh, R.N., *N uncl.*, 141 Mansfield Ave., Waterbury, Conn.  
 Potter, Mrs. Dorothy Connelly, *L uncl.*, 32a Mason, Salem  
 Priest, Prudence Irene, R.N., *N II*, 1 Countryside Lane, Marblehead  
 Proctor, Mrs. Ethelyn Auslam, *HE uncl.* (B.S.Ed. *Framingham State Teachers* 1926) 92  
 Hancock, Lexington 73

Rafferty, Patricia Anne, *I*, 111 Vinton, Melrose 76  
 Ricker, Frances Emily, *L II* (B.R.E., A.B. in Th. *Gordon College of Theology and Missions*  
 1950, 1953) 228 Prospect, Portland 5, Maine  
 Rokis, Gloria Ranalda Rita, R.N., *N IV3*, 528 Hyde Park Ave., Roslindale 31

Salzman, Idah Lois, *SW uncl.* (B.S. in Ed., M.S. in S.S. *Boston Univ.* 1933, 1946) 145  
 Pinckney, Boston 14  
 Sarsfield, Margaret Mary, *L II* (S.B. *Boston* 1957) 75 Heath, Jamaica Plain 30  
 Scanlan, Mrs. Esther Meader, *SW uncl.* (A.B. *Bennington* 1958) 2 Granby Rd., Natick  
 Sharpe, John Adrian, Jr., *L II* (S.B. *United States Naval Academy* 1939) 49 Lincoln,  
 Hingham

Stanton, Mrs. Reta Bisbee, R.N., *N uncl.*, 108 Ashland, Melrose 76  
Stone, Mrs. Mary Greeley, R.N., *N uncl.*, 61 Fountain Rd., Arlington 74  
Sullivan, Claire Marie, *L II* (Ed.B. *Plymouth Teachers* 1951) 35 Dickerman, Nashua, N.H.

Taylor, Ann Rumrill, *N uncl.* (A.B. *Radcliffe* 1957) Vine St., Marion  
Thomas, Lois Meredith, R.N., *N uncl.*, 10 Dwight, Brookline 46  
Towne, Mrs. Margaret Anthony, *L uncl.*, 11 N. Broadway, Haverhill

Wallstrom, Ann-Marie Kristine, *Ed3*, 25 Astor Pl., Valley Stream, L.I., N.Y.  
Wetterlow, Mrs. Edith Olson, R.N., *N uncl.*, 306 The Riverway, Boston 15

Zimmerman, Mrs. Mary Madden, *L II* (B.S.Ed. *Framingham State Teachers* 1946) 84  
Fairbanks, Brighton 35



## SUMMER COURSES, 1959

- Abrahams, Mrs. Miriam Cohen, *L* (B.S.Ed. *Worcester State Teachers* 1942) 83 Roundwood Rd., Newton Upper Falls 64
- Alexander, Marian Edna, R.N., *N* (S.B. *New York Univ.* 1949) 46 Cedar, Wilkes-Barre, Penna.
- Allen, Mrs. Anna Rearick, *L* (A.B. *Vassar* 1935; A.M. *Columbia Univ.* 1937) 154 Union, Hingham
- Anderson, Mrs. Ruth Davis, *HE* (B.S.Ed. *Framingham State Teachers* 1957) 36 Thomas Rd., Wellesley 81
- André, Mrs. Grace Carls, *L* (A.B. *St. Bonaventure Univ.* 1944; S.M. *Syracuse Univ.* 1952) 4 Mile Rd., Allegany, N.Y.
- André, James Francis, *Ed* (A.B., Ed.M. *St. Bonaventure Univ.* 1943, 1948) 4 Mile Rd., Allegany, N.Y.
- Araujo, María, *L* (Licenciatura *Univ. of Madrid* 1943) 29 Hermosilla, Madrid, Spain
- Armstrong, (Anne) Elaine, R.N., *N* (B.S. in Nurs. *Univ. of Connecticut* 1959) 135 Wilder Ter., W. Springfield
- Armstrong, Margaret June, *L* (A.B. *Univ. of Maine* 1932; Ed.M. *Boston Univ.* 1950) 10 Oak Hill Dr., Arlington 74
- Ashenden, Mrs. Margaret Fairfield, *L* (A.B. *Oberlin* 1936) 99 Pond, Winchester
- Bandes, Mrs. Joan Korach, *L* (A.B. *Smith* 1939) 41 Meriam, Lexington 73
- Barton, Beverly Arnold, *L* (S.B. *Rhode Island College of Pharmacy* 1952) 121 Oakhurst Ave., Warwick, R.I.
- Beary, Eugene George, *L* (A.B. *Boston Univ.* 1951) 153 Emerson, S. Boston 27
- Bearse, Mrs. Louise Humphrey, *L* (B.S. in Ed., Ed.M. *Boston Univ.* 1927, 1938) Box 564, Marion
- Beldock, Mrs. Priscilla Matthews, *L* (B.S.Ed. *Wheelock* 1957) 18 Wright, Arlington 74
- Berman, Mrs. Eleanor Yoffa, *HE* (B.S.Ed. *Framingham State Teachers* 1929; A.M. *Columbia Univ.* 1943) 1878 Beacon, Brookline 46
- Berry, John Nichols, III, *L* (A.B. *Boston Univ.* 1958) 14 Otis, Wakefield
- Biddlecomb, Winifred Elaine, *L* (B.A. in Sec. Ed. *Longwood* 1958) Fair Port, Va.
- Blackwell, Mrs. Ann Wrightington, R.N., *N*, 7 Bennington Rd., Lexington 73
- Blaisdell, Mrs. Marjorie Durgin, *HE* (B.S. in H.E. *Univ. of New Hampshire* 1955) 52 Chestnut, Rochester, N.H.
- Bleeker, Chester Vincent, *L* (Mus.B., Mus.M. *Univ. of Kansas* 1947, 1949) 112 Nonantum, Brighton 35
- Bolas, Mrs. Muriel Watkins, *HE* (B.S. in H.E. *Boston Univ.* 1948) R.D. 1, Batavia, N.Y.
- Brambilla, Sigismund Andrew, *L* (M.F.A. *Fordham Univ.* 1958) St. Francis Seminary, Lowell
- Brannen, Mrs. Barbara Straight, *HE* (B.S. in H.E. *Univ. of Washington* 1957) 81 Russell Rd., Wellesley 81
- Brehm, Mrs. Mary Helen Russo, *HE* (B.S.Ed. *Framingham State Teachers* 1933) 47 Wallace, Newton Hlds. 61
- Brochu, Sister Mary Odelie, *HE* (A.B. *Rivier* 1957) 12 School, Suncook, N.H.
- Brock, Elma, *L* (B.S.Sec.Ed. *Alabama State* 1952) 226 High, Springfield
- Brown, Carol Packer, R.N., *N*, Town Farm Rd., Gales Ferry, Conn.
- Brown, Hope Buxton, *L* (A.B. *Brown Univ.* 1943; Ed.M. *Boston Univ.* 1945) 234 Beacon, Boston 16
- Büchi, Mrs. Anne Barkman, *L* (A.B. *Rutgers-The State Univ.* 1952) 100 Memorial Dr., Cambridge 42
- Buckley, Denise Mary, *L* (A.B. *Mount Saint Mary* 1958) 84 Clarke, Manchester, N.H.
- Burgarella, Mary Magdalen, *L* (B.S.Ed. *Salem State Teachers* 1945; S.B. *Simmons* 1946) 54 Beach Rd., Gloucester
- Burns, Beverly Anne, *HE* (S.B. *Univ. of Massachusetts* 1953) 1384 Commonwealth Ave., Brighton 35
- Burns, Sister Mary Jean, *HE* (B.Sc. in H.E. *Mount Saint Vincent* 1956) 17 Mayhew, Dorchester 25

- Campbell, Dorris Eleanor, R.N., *N* (B.S.Ed. *Fitchburg State Teachers* 1952) 8 Sargent Ave., Fitchburg
- Carson, Mrs. Esther Clementson, R.N., *N*, 108 S. Main, Oxford
- Caurdy, Amney C., R.N., *N* (B.S. in Nurs. *Wayne State Univ.* 1958) 1650 Salina, Dearborn 2, Mich.
- Cerjanec, Mrs. Ruth Wade, *L* (A.B. *Brown Univ.* 1933) 22 Binford, Central Falls, R.I.
- Chenoweth, Mrs. Virginia Vance, *L* (A.B. *Oberlin* 1934; A.M. *Colorado* 1937; M.S.S. *Smith* 1939) 82 Winter, Natick
- Chiron, Jean Elizabeth, R.N., *N*, Scoville Hill Rd., R.F.D. 3, Harwinton, Conn.
- Christensen, Vivian Betty, *HE* (S.B. *Saint Joseph* 1943) 111 Manchester, Hartford 12, Conn.
- Clark, Mrs. Joan Merriss, *L* (A.B. *Bennington* 1945) Boundbrook Island, Wellfleet
- Clark, Marion Louise, *L* (A.B. *Univ. of New Hampshire* 1945) Main St., Kingston, N.H.
- Cobb, Priscilla, *Ed* (A.B. *Connecticut* 1945) 5 Point, Natick
- Colburn, Mrs. Carol Tracy, R.N., *N*, 196 East, Duxbury
- Congdon, Walton Greenleaf, *Ed* (A.B. *Amherst* 1954) Box 61, Mount Hermon
- Conley, Rita Ernestine, R.N., *N*, Greenville Jct., Maine
- Conlon, Sister Mary Carmella, *HE* (B.Sc., B.Ed. *Mount Saint Vincent* 1942, 1956), Seton Hall, Sunrise Hway., Patchogue, L.I., N.Y.
- Conrad, Sister Margaret Ann, *HE* (B.Sc. in H.E. *Mount Saint Vincent* 1950) St. Agnes Convent, 71 Convent, New Waterford, N.S., Canada
- Cornell, Lois Ann, R.N., *N*, 251 Valentine, Fall River
- Coughlin, Nancy Ellen, *L* (A.B. *Emmanuel* 1958) 1080 Brook Rd., Milton 87
- Coyman, Geraldine Ann, *L* (A.B. *Boston* 1956) 850 E. Broadway, S. Boston 27
- Crockett, Barbara Ellen, *HE* (B.S.Ed. *Framingham State Teachers* 1958) 144 Warren, Medford 55
- Dailey, Mrs. Helen Rand, *L* (B.S.Ed. *Framingham State Teachers* 1941) 15 Ripley Lane, Weston 93
- Dart, Mrs. Eugénie Louise, *L* (A.B. *Tulane Univ.* 1940) 1226 Napoleon Ave., New Orleans, La.
- Dates, Marva Elizabeth, *L* (A.B. *Brown Univ.* 1957) 2829 Brighton, Baltimore 16, Md.
- Davis, Helen Myrtle, *L* (A.B. *Tufts Univ.* 1934) 19 Pond, Billerica
- Daye, Sipprelle Riecker, *HE* (A.B. *Colby* 1924) 2 Cliff, Plymouth
- Delaney, Mrs. Pearl Merrick, *HE* (B.Ed. *Keene Teachers* 1955) Walden Breezes Trailer Pk., Concord
- DeLucia, Mrs. Mary Biagiarelli, *L* (S.B. *New Haven State Teachers* 1950) 299 Poplar, New Haven 13, Conn.
- Derwin, Edward Patrick, *Ed* (A.B. *College of the Holy Cross* 1930; A.M. *Columbia Univ.* 1946) 106 S. View, Waterbury, Conn.
- Desjardins, Sister St. Martine Marie, *HE* (B.Ed. *Catholic Teachers College of Providence* 1954) 5376 Wilson Mills Rd., Cleveland 24, Ohio
- DesRoches, Carol Anne, *L* (A.B. *Radcliffe* 1958) 77 Maple Ave., Andover
- Dinsmore, Christopher Edward, *Ed* (A.B. *Boston* 1926) 206 Lake View Ave., Cambridge 38
- Dobranski, Mrs. Dorothy Mackley, *HE* (B.Sc. in H.E. *Saint Francis Xavier Univ.* 1938) 96 Douglas Ave., Glace Bay, N.S., Canada
- Donlan, Mrs. Wilhelmina Rousseau, R.N., *N*, 28 Cottage, Saxonville
- Donovan, Sister Mary Blaise, *L* (B.S. in Ed. *Fordham Univ.* 1937) 69 Alleghany, Roxbury 20
- Drane, Elizabeth Ann, *L* (A.B. *Wheaton* 1954) 5 N. Worcester, Chartley
- Drown, Mrs. Hazel Harvey, R.N., *N*, 21 Mousam, Sanford, Maine
- Dunn, Joyce Marie, *L* (A.B. *Regis* 1956) Myrtle St., Norfolk
- Earles, Mrs. Marion Blair, *L* (A.B. *The College of William and Mary* 1941) 489 Ocean, S. Portland, Maine
- Emerson, (Dorothy) Jean, R.N., *N*, 59 Curtis, Dalton
- Erickson, Mrs. Virginia Hall, *L* (A.B. *Univ. of Maine* 1938) 405 Lowell, Reading
- Fagerberg, Doris Lillian, *HE* (B.S.Ed. *Framingham State Teachers* 1956) 1515 V. F. W. Pkway., W. Roxbury 32

- Farin, Nieves Firme, *L* (B.S.E. *Univ. of Santo Tomas* 1948) San Narciso, Zambales, Philippines
- Feldman, Mrs. Philippa Blume, *L* (A.B. *Colby* 1958) 32 Irving, Cambridge 38
- Fergusson, Marie Sara, *L* (B.A. *Dalhousie Univ.* 1932; M.A. *Saint Francis Xavier Univ.* 1952) 17 Catherine, Glace Bay, N.S., Canada
- Ferrara, Mrs. Mary-Hope Carini, *HE* (S.B. *Simmons* 1955) 169 Monticello Ave., Dorchester 25
- Fey, Mrs. Mary-Elizabeth Foley, *L* (B.S. in Ed. *Northeastern Univ.* 1958) 19 Westbourne Ter., Brookline 46
- Flynn, Rosalie Miriam, *L* (A.B. *The Dominican College of San Rafael* 1959) 5136 Los Feliz Blvd., Los Angeles 27, Calif.
- Frederick, Anne Katherine, *HE* (S.B. *Simmons* 1938) 173 Spring, Arlington 74
- Freeman, Caroline Marcia, *L* (A.B. *Wellesley* 1951; A.M. *Middlebury* 1955) 24 South, Middlebury, Vt.
- Fremd, Edward George, *L* (A.B. *Harvard* 1952) 192 Appleton, Cambridge 38
- Frost, Geneva Marie, *L* (S.B. *Washington State Teachers* 1957) R.F.D. 1, Ellsworth Falls, Maine
- Furbish, Barbara Ann, *L* (A.B. *Bates* 1953) 20 Lewis, Providence 6, R.I.
- Furrer, William, Jr., *Ed* (S.B. *Univ. of Pittsburgh* 1955) 469 Ella, Pittsburgh 21, Penna.
- Futch, Dorothy Helen, *L* (A.B. *Florida State Univ.* 1951) 10 Griggs Ter., Brookline 46
- Gallup, Mrs. Rosemary Hawkins, R.N., *N*, 39 Strafford, Laconia, N.H.
- Garney, Carolyn, R.N., *N*, 27 Dean, Bridgewater
- Gerry, Mrs. Elizabeth Watson, R.N., *N*, 14 School, Brewer, Maine
- Gibbons, Paula Joan, *L* (A.B. *The Univ. of Buffalo* 1950) 12 Robinson, Cambridge 38
- Gilbert, Mrs. Jean Shepard, R.N., *N* (S.B. *Danbury State Teachers* 1958) 18 Well Ave., Danbury, Conn.
- Giles, James Timothy, *L* (B.S.Ed. *Lowell State Teachers* 1958) 44 Royalston Ave., Lowell
- Glanovsky, Mrs. Anne Rogers, R.N., *N*, 25 Wyndwood Rd., Farmington, Conn.
- Glover, Mrs. Hope Dunning, *HE*, 158 South, Hingham
- Gold, Jennie, *HE* (B.S.Ed. *Framingham State Teachers* 1934; S.M. *Simmons* 1954) 63 Leamington Rd., Brighton 35
- Goldberg, Harris Paul, *Ed* (S.B., Ed.M. *Boston Univ.* 1955, 1957) 24 Trident Ave., Winthrop 52
- Goodall, Arthur William, *Ed* (S.B. *Tufts Univ.* 1955; Ed.M. *Boston Univ.* 1957) Phillips St., Andover
- Goodnow, Mrs. Margaret Swett, *L*, 19 Marshfield, Gloucester
- Goodwin, Mrs. Irene LaJoie, R.N., *N*, 767 E. Washington, Hanson
- Goodwin, Mrs. Ruth Shurtleff, *HE* (S.B. *Univ. of Maine* 1935) 14 Forbes, Westboro
- Green, Mrs. Barbara Vogel, *L* (B.Ed. *Keene Teachers* 1938) 208 Conant, Manchester, N.H.
- Greenberg, Stanley, *L* (S.B., A.M. *Columbia Univ.* 1950, 1951) Southampton Rd., Westhampton
- Griffin, Sister Alice Mary, *L* (A.B. *Trinity* 1955) Emmanuel College, 400 The Fenway, Boston 15
- Grossmann, Walter, *L* (A.B. *Yankton* 1943; A.M., Ph.D. *Harvard Univ.* 1944, 1951) 97 Waverley, Belmont 79
- Gunn, Gertrude Elizabeth, *L* (B.A., M.A. *Univ. of New Brunswick* 1955, 1956; Ph.D. *Univ. of London* 1959) 219 Northumberland, Fredericton, N.B., Canada
- Gustavson, Audrey May, R.N., *N*, 41 Highland, Clinton
- Guzelian, Nancy Diane, *HE* (B.F.A. *Massachusetts School of Art* 1952) 43 Heath Hill, Brookline 46
- Haley, Janice Louise, *HE* (B.S.Ed. *Framingham State Teachers* 1958) 72 Jasper, Saugus
- Hammer, Annemarie Olga, *L* (A.B. *Wellesley* 1959) Hudson House, Apt. 5L, Irvington, N.Y.
- Hargreaves, Mrs. Shirley Bostrom, *HE* (S.B. *Univ. of Maine* 1955) 36 Central Ave., Newtonville 60
- Hart, Mary Pringle, *L* (A.B. *Radcliffe* 1956) 22 South Battery, Charleston, S. Car.
- Hawkins, John James, *L* (A.B. *Saint John's Seminary* 1953) 2 Eric Rd., Allston 34
- Healey, Dorothy Jane, *L* (A.B. *Clark Univ.* 1958) 73 Downing, Worcester
- Heilenday, Sister Anita Richard, *HE* (B.S. in H.E. *College of Saint Elizabeth* 1950) College of Saint Elizabeth, Convent, N.J.



- Hennessey, Patricia Judith, *HE* (A.B. *Regis* 1958) 1395 Washington, Canton
- Henning, Patricia Ann, *L* (B.S. in Sec.Ed. *West Chester State Teachers* 1956) 127 E. Elm, Emmaus, Penna.
- Hepburn, Lorraine Fleming, *L* (A.B. *Wellesley* 1958) Ringwood Rd., Rosemont, Penna.
- Herz, Mrs. Norma Beers, *L* (A.B. *Adelphi* 1950) c/o C. W. Beers, 93 Sherman Ave., Rockville Centre, N.Y.
- Hilton, Robert Chadwick, *L* (A.B. *Boston Univ.* 1958) 218 Reservoir Rd., Brookline 67
- Hoey, Sister Catherine Christine, *HE* (A.B. *Emmanuel* 1951) 20 Church, E. Hartford 8, Conn.
- Holt, Mrs. Dorothy Osenton, R.N., *N*, 801 Boylston, Brookline 67
- Holt, Mrs. Hazel Peck, *Ed* (S.B. *Colby* 1921) 592 Broadway, Everett 49
- Homstad, Karen Elise, *L* (A.B. *The Univ. of Wisconsin* 1956) 20 S. 5th, Black River Falls, Wis.
- Hood, Mrs. Mary Reardon, R.N., *N*, 20 Elmwood Rd., Swampscott
- Hosley, Ethelyn Brackett, *HE* (S.B. *Univ. of California* 1948) 1056 Whitney Ave., Hamden 17, Conn.
- Hughes, John Tudor, *Ed* (S.B. *The Pennsylvania State Univ.* 1921) 1630 Monsey Ave., Scranton 9, Penna.
- Isaacson, Mrs. Ann Shipley, *L* (A.B. *Goucher* 1941) 816 Middle, Portsmouth, N.H.
- Jameson, Andrew George, *L* (A.B. *Univ. of California* 1949; Docteur *Univ. of Paris* 1951; A.M., Ph.D. *Harvard Univ.* 1952, 1958) Adams House C-22, Harvard College, Cambridge 38
- Jaquay, Jacqueline White, R.N., *N*, 6 Thaxter Rd., Newtonville 60
- Javelin, Mrs. Muriel Cann, *L* (A.B. *Mount Holyoke* 1927) 45 Clearwater Dr., Mattapan 26
- Johnson, Mrs. Virginia Lourie, R.N., *N*, 82 George, Bristol, Conn.
- Jones, Mrs. Suad Ali Fahs, *L* (B.A. *American Univ. of Beirut* 1959) 612 Sheridan, Richmond, Ind.
- Kamp, Mrs. Harriet Cashner, *HE* (B.S.Ed. *Framingham State Teachers* 1938) 16 Roxbury, Worcester 9
- Kasten, Mrs. Shirley Winograd, R.N., *N*, 8 Alrick Rd., Quincy
- Kay, Mrs. Olga Matta, *L* (LL.B. *Boston Univ.* 1930) 78 Bontempo Rd., Newton Centre 59
- Keaveney, Mrs. Josephine Mangio, R.N., *N*, 76 Oakdale Ave., Dedham
- Kelley, Barbara Anne, *HE* (B.S.Ed. *Framingham State Teachers* 1953) Box 336, Vernon, N.Y.
- Kennerly, Robert Allan, *Ed* (S.B. *Harvard* 1949; Ed.M. *Boston Univ.* 1950) 363 Brigham, Northboro
- Kenney, Mrs. Anne Donahue, *L* (S.B. *Rutgers-The State Univ.* 1954) 81 Strathmore Rd., Brighton 35
- Kenney, Mary Joan, *HE* (A.B. *Emmanuel* 1934; Ed.M. *Boston State Teachers* 1936) Prospect Hill Rd., Harvard
- Kibrick, Mrs. Jane Mitta, *L* (A.B. *Wellesley* 1938) 45 Harvard Ave., Brookline 46
- King, Joseph Louis, *Ed* (B.S.Ed. *Bridgewater State Teachers* 1941; Ed.M. *Univ. of New Hampshire* 1951) 1281 Wareham, Middleboro
- Kittredge, Mrs. Marion Whittemore, R.N., *N*, 104 Summer, Framingham
- Kopczynski, Joseph Valentine, *L* (S.B., S.M. *Lowell Textile Institute* 1948, 1950) 62 Butman Rd., Lowell
- Kremp, Rita Marie, *L* (A.B. *Emmanuel* 1945) 300 Safford, Wollaston 70
- Kushner, Michele-Rose, *L* (A.B. *Univ. of Michigan* 1958) 109 Winchester, Brookline 46
- Labrie, Sister St. Claude of Troy, *HE* (B.Ed. *Catholic Teachers College of Providence* 1945) 894 Newfield Ave., Stamford, Conn.
- Letourneau, Brother Felician, *L* (B.A. *Montreal Univ.* 1949; A.M. *St. Michael's* 1955) 14 Eleventh Ave., Madawaska, Maine
- Levin, (Marcus) Jastrow, *Ed* (S.B. *Beloit* 1933; S.M. *The Univ. of Wisconsin* 1934) 3712 Chesholm Rd., Baltimore 16, Md.
- Levine, Bernard, *L* (A.B. *Harvard* 1956) 40 Tennis Rd., Mattapan 26
- Levine, Norman Edward, *Ed* (S.B. *Bates* 1957) 1 W. Main, Moorestown, N.J.
- Levine, Mrs. Sylvia Solow, R.N., *N*, Salem St., N. Wilmington



- Lewis, Margaret Louise, *L* (A.B. *College of New Rochelle* 1959) Umpawaug Hill, W. Redding, Conn.
- Lisbon, Peter Wallace, *L* (A.B. *Brown Univ.* 1955) 288 Lexington, Watertown 72
- Long, Mrs. Patricia McDermott, R.N., *N*, 44 Bellevue, W. Roxbury 32
- Lopes, Mrs. Petra Kaye Brown, *L* (B.S. in Ed. *Western Carolina Teachers* 1955) 42 Beacon, Gloucester
- Lord, Madeleine Delia, R.N., *N*, 36 Folsom, N. Adams
- Lorentzen, Doreen Gertrude, *L* (A.B. *Boston Univ.* 1956) 10 Shean Rd., Belmont 78
- Lovely, Norman Everett, *L* (S.B. *College of the Holy Cross* 1953) 1065 Main, Leicester
- Ludwig, Mrs. Margaret White, R.N., *N*, 354 Webster, Needham Hts. 94
- Luhde, Jutta Clara Erna Marie, *L*, 98 Myrtle, Boston 14
- McDaniel, (Henry) Edison, *L* (S.B. *Juilliard School of Music* 1956) Apt. 21, 111 Park Dr., Boston 15
- McDonald, Mrs. Ellen Cain, R.N., *N* (B.S. in Nurs. *Cornell Univ.* 1957) c/o J. F. Cain, 34 Congress Ave., Holyoke
- Macdonald, Mrs. Ernestine Halyburton, *L* (A.B. *The Woman's College of the Univ. of North Carolina* 1933) 40 Dyer Ave., Melrose 76
- McDonough, Joseph Patrick, *Ed* (A.B. *The State Univ. of Iowa* 1948; A.M. *Columbia Univ.* 1950) 108 Crain Rd., Paramus, N.J.
- McEleney, Sister Mary Josepha, *HE* (A.B. *Emmanuel* 1953) N. Park Ave., Bridgeport 4, Conn.
- McKeigue, Margaret Mary, *HE* (B.S.H. *Regis* 1941) 120 First, Medford 55
- MacKenzie, Mrs. Ruth Sullivan, *L* (S.B. *Simmons* 1932) 1891 Beacon, Waban 68
- MacLeod, Mrs. Marjorie Wallace, *L* (A.B. *Vassar* 1939) 117 Ellington, Longmeadow 6
- MacWilliam, Mrs. Marion Dowling, *L* (B.F.A. *Massachusetts School of Art* 1951) 31 McKinley Rd., Norwood
- Maguire, Mary Elizabeth, *L* (A.B. *Univ. of Maine* 1953) 57 Lowell, Lewiston, Maine
- Maguire, Mary Virginia, *L* (A.B. *Trinity* 1940) Angell Rd., Ashton, R.I.
- Maher, Mary Virginia, *L* (A.B. *Trinity* 1958) 2184 Main, Stratford, Conn.
- Mahmud, Khalil, *L* (A.B., A.M. *Brandeis Univ.* 1956, 1958) 103 Chilton, Cambridge 38
- Malatsky, Mrs. Sara Brest, *HE* (S.B. *Simmons* 1930) 239 Wolcott Rd., Chestnut Hill 67
- Malmberg, Elisabeth Marie, R.N., *N* (B.S. in Nurs. *Wheaton* 1957) 638 Elm, New Haven 11, Conn.
- Malon, Barbara Joan, R.N., *N* (S.B. *Saint Joseph* 1956) 30 N. Walnut, Waterbury 4, Conn.
- Manley, Joan Helen, *L* (A.B. *Univ. of Massachusetts* 1955) 14 Lyman, Newton Centre 59
- Mark, Mrs. Lily Apo, *L* (A.B. *Boston Univ.* 1957) 12 Littell Rd., Brookline 46
- Markee, Mrs. Florence Teahan, *HE* (B.S.Ed. *Framingham State Teachers* 1945) 161 Lincoln, Franklin
- Martin, Mrs. Rosetta Poaches, *L* (A.B. *Morgan State* 1953) 86 Harvard Ave., W. Medford 55
- Martínez, Ada Violeta, *L* (B.A. *Univ. of Puerto Rico* 1958) 218 Flamboyanes Ave., Rio Piedras, Puerto Rico
- Massa, Rose Donata, R.N., *N* (B.S. in Nurs. *Univ. of Bridgeport* 1957) 155 Magnolia, Bridgeport 10, Conn.
- Meade, Sister Maura, *L* (A.B. *Emmanuel* 1956) 14 Washington, Newton 58
- Merker, Mrs. Irene Galiley, R.N., *N* (S.B. *Simmons* 1956) 174 Boulevard, Middletown, R.I.
- Merritt, Mrs. Elizabeth Bradley, *HE* (B.S.Ed. *Framingham State Teachers* 1924) 407 S. Fayette, Beckley, W. Va.
- Michalak, Naomi Ruth, *L* (B.S.Ed. *North Adams State Teachers* 1944) 114 Commonwealth Ave., Boston 16
- Milanese, Sister Dolores, *L* (B.S. in Ed. *Villa Maria* 1941) 345 East 9th, Erie, Penna.
- Miseveth, Mrs. Ellen Brown, *HE* (B.S.Ed. *Framingham State Teachers* 1936) 44 Prospect, Barrington, R.I.
- Moncy, Mrs. Mildred Watson, *HE* (A.B. *Georgia State College for Women* 1936) 5 Wildwood, Winchester
- Montague, Earl John, *Ed* (B.S. in Ed. *The Ohio State Univ.* 1951; M.A. in Ed. *Ball State Teachers* 1957) 2828 Oaklyn Ave., Muncie, Ind.
- Moore, Sister Mary Ladislaus, *HE* (S.B. *Boston* 1956) 85 Brown Ave., Roslindale 31
- Morgan, Harry Thomas, *Ed* (S.B. *Tufts Univ.* 1952; Ed.M. *Boston Univ.* 1955) 487 Broad, Weymouth 88
- Morgan, Ruth Anne, R.N., *N*, 5 Sutherland, Andover

- Mugurdichian, Bertha, R.N., N, 63 Hazael, Providence 8, R.I.  
 Mullen, Sister Margaret Dolores, *HE* (A.B. *Emmanuel* 1954) 15 Chapman, Beverly  
 Murphy, Sister Gertrude Mechtilde, *L* (A.B. *Trinity* 1927; A.M. *Boston* 1949) 60 Sheffield,  
 New Britain, Conn.  
 Murray, Mrs. Elaine Morris, R.N., N, 34 Bemis, Livermore Falls, Maine  
 Musgrave, John Knox, Jr., *L* (A.B., A.M. *Harvard Univ.* 1936, 1938) 15 Dwight, New  
 Haven 11, Conn.  
 Myrick, Viola Louise, *HE* (S.B. *Virginia State* 1947) 302 E. Berkley Ave., Norfolk 6, Va.
- Neelon, Sister Pauline Elizabeth, *HE* (A.B. *Emmanuel* 1951) 19 Pope, Providence 9, R.I.  
 Nelson, Harriet Esther, *HE* (S.B. *Simmons* 1950; S.M. *Cornell Univ.* 1957) 287 Stratford,  
 W. Roxbury 32  
 Newwirth, Mrs. Joan Bianchi, *L* (A.B. *Univ. of Michigan* 1955) 497 Huntington Ave.,  
 Boston 15  
 Nickas, Paul Antonio, *Ed* (S.B. *Univ. of Massachusetts* 1949; A.M. *New York Univ.* 1950)  
 1 Friend, Gloucester  
 Nielsen, Mrs. Diana Pawley, *L* (A.B. *Emmanuel* 1957) 10 Payne, Quincy 69  
 Niles, Mrs. Lois Beedy, R.N., N, 21 Canal, Wilton, Maine  
 Northway, Philip Edward, *L* (A.B., A.M.T. *Harvard Univ.* 1949, 1951) Etna, N.H.
- Oates, Mrs. Nancy McAvoy, *HE* (B.S.Ed. *Framingham State Teachers* 1955) 153 Nepon-  
 set, Norwood  
 O'Connor, Marian Regina, *L* (A.B. *Vassar* 1953; A.M. *Brown Univ.* 1958) 180 Yale  
 Ave., New Haven, Conn.  
 Oddy, Joyce Loraine, *L* (A.B. *New York State College for Teachers* 1958) R. D. 1,  
 Granville, N.Y.
- Panszezyk, Edwina Mae, R.N., N, 132 Tremont, New Britain, Conn.  
 Pigo, Florence Dorothy, *L* (A.B. *Emmanuel* 1958) 15 Temple, Boston 14  
 Pincus, Mrs. Judith Feinberg, *L* (A.B. *Smith* 1958) 4 Chiswick Rd., Brookline 46  
 Piper, Mrs. Ardra Tobey, *HE* (S.B. *Univ. of New Hampshire* 1931) Wolfeboro, N.H.  
 Porder, Mrs. Phyllis Yood, *L* (A.B. *Radcliffe* 1955) 20 Ernest Rd., Arlington 74  
 Protheroe, Chester Flint, *Ed* (B.B.A. *Boston Univ.* 1921; Ed.M. *Harvard Univ.* 1931)  
 14 Mayflower Rd., Arlington 74
- Quirk, Mrs. Gertrude Moloney, R.N., N, 44 School, Framingham
- Reese, Mrs. Mamie Byner, *HE* (S.B. *Spelman* 1933; M.S. in Ed. *Drake Univ.* 1948) 614  
 Whitney Ave., Albany, Ga.  
 Richardson, Frederick Cabot, *Ed* (A.B., Ed.M. *Harvard Univ.* 1950, 1952) Lincoln Rd.,  
 S. Lincoln  
 Richmond, Carol Ann, *L* (A.B. *Univ. of New Hampshire* 1958) 3 Rollins, Concord, N.H.  
 Richmond, Mrs. Hazel Stewart, *L*, 43 Dunklee, Concord, N.H.  
 Richter, Thelma Kathleen, R.N., N, 21 Sutherland Rd., Brookline 46  
 Robb, Mrs. Audrey Zabriskie, *Ed* (A.B. *Wellesley* 1957) 372 Longwood Ave., Boston 15  
 Robinson, Mrs. Ojetta Dowdy, R.N., N (B.S. in Nurs. *Agricultural and Technical College*  
*of North Carolina* 1958) 237 Goodrich, Hamden, Conn.  
 Rokis, Gloria Ranalda Rita, R.N., N, 528 Hyde Park Ave., Roslindale 31  
 Romano, Pasquale Vincent, *Ed* (S.B. *Fordham Univ.* 1936; A.M. *Columbia Univ.* 1939)  
 345 Central, Springfield 5  
 Rossi, Serafina Marie, R.N., N, 57 Burr, Waterbury 8, Conn.  
 Roth, Mrs. Marion Hanscom, *HE* (S.B. *Simmons* 1927) 65 Harlow, Arlington 74  
 Rubin, Arnold Alan, *Ed* (A.B. *Boston* 1948; Ed.M. *Boston Univ.* 1950) 37 Devine Rd.,  
 Randolph  
 Rush, Marilyn Louise, R.N., N, 210 Summer, Haverhill  
 Rushworth, Mrs. Dorothy Smith, *HE* (B.S.Ed. *Framingham State Teachers* 1928) 425  
 Plymouth, Abington  
 Russell, Elizabeth, *L* (A.B. *Brown Univ.* 1952; B.F.A. *Rhode Island School of Design*  
 1955) 73 Herschel, Providence 9, R.I.

- Salvucci, Mrs. Mary Quinn, *HE* (S.B. *Nasson* 1947) 34 Woodridge Rd., Wayland  
 Sarsfield, Margaret Mary, *L* (S.B. *Boston* 1957) 75 Heath, Jamaica Plain 30  
 Scales, Sister Ellen of the Sacret Heart, *HE* (A.B. *Emmanuel* 1953) 2214 Dorchester Ave.,  
 Dorchester 24  
 Scena, Galindia Edith, *HE* (B.S.Ed. *Framingham State Teachers* 1936; S.M. *Boston State Teachers* 1952) 180 Kittredge, Roslindale 31  
 Schlegel, Georgia Elizabeth, *HE* (B.S.Ed. *Framingham State Teachers* 1940) 25 Wood-  
 land, Sharon  
 Schmuck, Joseph John, *L* (A.B. *Bowdoin* 1948; A.M. *Brown Univ.* 1952) 67 Deering,  
 Reading  
 Sergott, Mrs. Kathleen York, *L* (A.B. *Suffolk Univ.* 1955) 27 Phillips, Boston 14  
 Seulowitz, Mrs. Lois Rasmussen, *L* (A.B. *Cornell Univ.* 1951) 75 Marlboro, Belmont 78  
 Shaban, Mrs. Marguerite Perry, R.N., N, 60 Maple, Lewiston, Maine  
 Sheeran, Helen Ruth, *L* (A.B. *Emmanuel* 1931; Ed.M. *Tufts Univ.* 1954) 26 Warren Ave.,  
 Woburn  
 Sherwood, Mrs. Ruth Fowler, *HE* (A.B. *San Jose State Teachers* 1937) 196 Main, Wake-  
 field  
 Skarinka, Mrs. Pauline Newcomb, R.N., N, 21 Monroe, N. Abington  
 Smith, William Howard, *L* (S.B. *Iowa State* 1958) 216 Hemenway, Boston 15  
 Smyth, Mrs. Constance Redstone, *L* (A.B. *Bates* 1936) 117 Lowell, Andover  
 Stahl, Mrs. Margaret McDonald, *HE* (B.S. in H.E. *Iowa State* 1930) 215 Everett, Wren-  
 tham  
 Stenstream, Mrs. Evelyn Hooper, *HE* (B.S. in Ed. *Boston Univ.* 1943) 37 Bertwell Rd.,  
 Lexington 73  
 Stevens, William Henry Yale, *Ed* (S.B. *Yale Univ.* 1941) 4 Lovejoy Rd., Andover  
 Stubbs, Harry Clement, *Ed* (S.B. *Harvard* 1943; Ed.M. *Boston Univ.* 1947) 12 Thompson  
 Lane, Milton 87  
 Sullivan, Richard Gregory, *Ed* (S.B., Ed.M. *Boston* 1953, 1957) 30 Winter, Walpole  
 Synan, (Alice) Ruth, *L* (A.B. *Bates* 1944) 38 Ashland, Taunton
- Talbot, William Joseph, *L* (S.B. *Boston* 1950) 8 Holt, Belmont 79  
 Tarrio, Teresa, *L*, 14 Sta. Teresa, Madrid, Spain  
 Taussig, Mrs. Marguerite Dorian, *L* (S.M. *Brown Univ.* 1956) 440 Wayland, Providence  
 6, R.I.  
 Temple, Louise, *HE* (S.B. *Univ. of New Hampshire* 1945) 26 Court, Exeter, N.H.  
 Temple, Maurice, *Ed* (S.B. *Northeastern Univ.* 1947; Ed.M. *Boston Teachers* 1952) 27  
 Woodcliff Rd., Holbrook  
 Thurston, Sister Pauline, *HE* (A.B. *Emmanuel* 1947) 56 Havre, E. Boston 28  
 Tioco, Narcisa Felix, *L* (B.S.E. *Far Eastern Univ.* 1950) 49 E. Fernandez, San Juan, Rizal,  
 Philippines  
 Towne, Mrs. Margaret Anthony, *L*, 11 N. Broadway, Haverhill  
 Troy, Mrs. Anna Poplaski, R.N., N, 24 Hillside Ave., Great Barrington  
 Troy, Sister Marie St. Catherine, *HE* (A.B. *Emmanuel* 1955) 50 W. Broadway, S. Boston 27  
 Tucker, John Blair, *L* (A.B. *Pomona* 1942; Ed.M. *Boston Univ.* 1951) 8 West, Oxford  
 Tufts, Mrs. Shirley Kline, *HE* (S.B. *Michigan State* 1930) 108 Canton, N. Easton
- Veane, Allen Barnett, *L* (A.B. *Gettysburg* 1949) 74 Walnut, Somerville 43
- Wagenknecht, Robert Edward, *L* (A.B. *Harvard* 1958) 233 Otis, W. Newton 65  
 Waite, Janet Elaine, R.N., N (A.B. *Providence-Barrington Bible* 1954) 55 Plateau Cir.,  
 W. Springfield  
 Wattendorf, Mrs. Mary O'Meara, *L* (A.B., A.M. *Brown Univ.* 1931, 1934) 62 Charles,  
 Auburndale 66  
 Whedbee, Mabel Martin, *L* (A.B. in Ed. *Univ. of North Carolina* 1957) 303 Front, Hert-  
 ford, N. Car.  
 Wheeler, Genevieve, *HE* (B.S.Ed. *Framingham State Teachers* 1939) 344 Washington,  
 Haverhill  
 Whitney, Carol, *L* (A.B. *Connecticut* 1958) 830 Forest Lane, Malvern, Penna.  
 Wilburn, Betty Alice, *L* (B.S. in Ed. *The Municipal Univ. of Omaha* 1948) 11 E. Newton,  
 Boston 18  
 Willcox, Mrs. Cynthia Barbour, *L* (A.B. *Ripon* 1947) S. Egremont  
 Wilson, Eleanor Cecelia, *L* (B.S. in Ed. *Gorham State Teachers* 1947) R.F.D. 1, S.  
 Harpswell, Maine

Wing, Mrs. Doris Packard, R.N., N, 22 Summit Rd., Needham 92

Winters, Wilma Ellsworth, L (B.S. in Ed., A.M. *Boston Univ.* 1943, 1950) 23 Marvin Ave., Franklin

Woods, Mrs. Lois Ferguson, HE (S.B. *Michigan State* 1940) 1209 Beacon, Brookline 46

Wooldridge, Vera Jean, HE (S.B. *The North Dakota Agricultural* 1941) 67 Hancock, Boston 14

Wrobleski, Bernard Edgar, Ed (B.S. in Ed. *Clarion State Teachers* 1958) 436 Craigdell Rd., New Kensington, Penna.

Young, Mary Belle, L (A.B. *Wellesley* 1938; Ed.M. *Boston Univ.* 1954) 40 Queensberry, Boston 15

Zimmerman, Mrs. Mary Madden, L (B.S.Ed. *Framingham State Teachers* 1946) 84 Fairbank, Brighton 35



# ENROLLMENT, 1959-1960 TABULAR STATEMENT BY PROGRAMS

UNDERGRADUATE STUDENTS										GRADUATE STUDENTS							
School	I First year	I Second year	I Third year	I Fourth year	II	IV	V	Uncl.	Total	II	III	IV	V	VI	Uncl.	Total	Grand Total
	340*								340								340
Pub	3	25	19	26					73	1						1	74
L	2	7	14	15					38	137					4	141	179
SS	5	49	44	35					133								133
Ed	2	41	37	29					109								109
SW								2	2	97					6	103	105
B	5	25	28	33					91	1						1	92
R	3	12	15	27					57								57
S	2	41	42	40					125			2			2	4	129
HE	2	13	23	19				1	58		14				6	20	78
N	4	23	36	43	5	33	96	31	271				1	2	1	4	275
	368	236	258	267	5	33	96	34	1297	236	14	2	1	2	19	274	1571

Total number in attendance on regular courses

Registrations in 1958-1959 after the publication of the Register

Students in summer classes, 1959

Deduct names inserted twice

Total number of names registered†

1571

76

282

1929

106

1823

\*In general program for first-year class.

†This does not include 12 students who withdrew before November 1.

# GEOGRAPHICAL DISTRIBUTION OF STUDENTS

## REGULAR SESSION, 1959-1960

Alabama	1	Rhode Island	41
Arizona	1	South Carolina	2
California	8	Tennessee	2
Colorado	3	Texas	3
Connecticut	141	Utah	1
Delaware	3	Vermont	19
District of Columbia	2	Virginia	4
Florida	9	Washington	5
Georgia	1	West Virginia	3
Hawaii	4	Wisconsin	4
Illinois	5	Wyoming	2
Indiana	3		
Iowa	3	Brazil	1
Kansas	1	Canada	4
Kentucky	2	Canal Zone	1
Louisiana	1	China	1
Maine	55	Cuba	1
Maryland	11	Germany	1
Massachusetts	827	Haiti	1
Michigan	4	Hong Kong	2
Minnesota	6	Iran	1
Missouri	3	Japan	3
Montana	1	Korea	3
Nebraska	1	Netherlands Antilles	1
New Hampshire	45	Nigeria	1
New Jersey	63	Norway	1
New York	176	Philippines	3
Ohio	24	Puerto Rico	2
Oregon	1	Singapore	1
Pennsylvania	51	Taiwan	1

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## SUMMER SESSION, 1959

California	1	Ohio	1
Connecticut	23	Pennsylvania	8
Georgia	1	Rhode Island	10
Indiana	2	South Carolina	1
Louisiana	1	Vermont	1
Maine	11	Virginia	2
Maryland	2	West Virginia	1
Massachusetts	182	Wisconsin	1
Michigan	1		
New Hampshire	12	Canada	4
New Jersey	3	Philippines	2
New York	8	Puerto Rico	1
North Carolina	1	Spain	2

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## STUDENT OFFICERS FOR 1959-1960

### STUDENT GOVERNMENT COUNCIL

*President*, Barbara Safer  
*First Vice-President*, Sue A. Eagles  
*Second Vice-President*, Sue Smukler  
*Secretary*, Carol E. Schwartz  
*Treasurer*, Ellen K. Daly  
*Chairman of Honor Board*, F. Elizabeth Frank  
*Chairman of N.S.A.*, Gretchen H. Marsh  
*Chairman of Social Activities Committee*, Ann F. Devine  
*Class Representatives*:

1960. Mary Ann F. Hendren, Ann Marie Detweiler  
1961. Sandra R. Abrams, Avis R. Cohen  
1962. Marcia Leahy, Mary E. Kelligrew  
1963. Deborah D. Tanar, Patricia G. Collins

### CLASS PRESIDENTS

1960. Grace E. Richardson  
1961. Agnes E. Morin  
1962. Marjorie E. Burroughs  
1963. Myrna L. Wilson

## ORGANIZATION HEADS

*Academy*, Susan J. Parker  
*Anne Strong Club*, Janice M. Woodman  
*Athletic Association*, Gertrude L. Day  
*Christian Association*, Robin Sherwood  
*Christian Science Organization*, Sally R. Eldridge  
*Ellen Richards Club*, Sidney C. Littlefield  
*Evangeline H. Morris Club*, C. Lindsley Low  
*FAD*, Ann R. Shapiro, Elizabeth A. Hutzler  
*Forum*, Roberta J. McGraw  
*Glee Club*, Lucy E. Tanneyhill  
*Hillel*, Elaine S. Newberg  
*Home Economics Club*, Elizabeth A. St. Onge  
*Inter-Varsity Christian Fellowship*, Carol E. Ware  
*Microcosm*, Barbara A. Kidder, Frume R. Little  
*Modern Dance*, Susan Bloom  
*Newman Club*, Sara J. Dailey  
*Orthodox Club*, Theodora A. Tsongas  
*Outing Club*, Sylvia G. Goldsmith  
*Physical Therapy Club*, Joanna M. Hawkins  
*Poster Committee*, Elizabeth H. Lear  
*Prince Club*, Winifred E. De Witt  
*Simmons News*, Susan B. Mathes  
*Social Relations Committee*, Mary E. Dempsey  
*Sock and Buskin*, Mary I. Ritter  
*Sophomore Workshop*, Lee Susman

## ACTIVE ACADEMY MEMBERS

Helena R. Adolph	B. Carolyn Learoyd
Barbara A. Barnat	Judith A. Levine
Ruth R. Bluthe	Sidney C. Littlefield
Elaine L. Brutin	Roberta J. McGraw
Joan B. Cherry	Christine E. MacLean N
Avis R. Cohen	Lois L. Merrill
Katherine S. Cooper	Helene A. Mueller
Mary E. Dempsey	Susan J. Parker
Judith F. Domina	Elizabeth J. Pease
Janet L. Duff	Grace E. Richardson
Sue A. Eagles	Patria M. Rodriguez
Beth R. Fellman	Shirley D. Scholnick
Barbara S. Frank	Dorothy J. Shea
Nancy K. Glynn	Mary E. Smith
Dorothy L. Hamolsky	Wendy J. Soltz
June F. Harrigan	Janet B. Tribe
Diane H. Hegener	Ann-Marie K. Wallstrom
Margaret A. Johns	Carol A. Walter
Jeanne A. Kindy	Carol E. Ware
Elaine B. Kornstein	Patty B. Wolfe
Shayna F. Lamson	Sandra R. Yaffie
Lee M. Landsberger	Nina S. Zidle N















